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ABSTRACT

As part of the high school vocational industrial program in Manitoba, this course has been designed to provide students with the foundation for a career in cosmetology. The program introduces and provides opportunities for student skill development in the techniques of hairdressing, hair cutting, facial preparation, and skin care. The program, consisting of 12 blocks, is expected to make up 50 percent of the student's education in this area. Each block is organized to meet its specific objectives and includes teacher's notes, suggested activities for each goal or objective, and suggested supplemental materials. A bibliography of printed materials and audiovisual aids follows the blocks. (KC)

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This guide replaces the interim guide for Hairdressing 104, 204, 304, issued in 1971. It has been developed as a part of an overall revision of the vocational industrial programs for the secondary schools of Manitoba and is based on recommendations included in the Vocational Area Task Force Report of 1978 as well as suggestions and input from representatives of industry, the Department of Labour and Manpower, and secondary school and community college teachers. Cosmetology 103, 203, 303 (1982) become effective in September, 1982.

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RATIONALE

Cosmetology 103, 203, 303 (1982) has been developed as part of the Vocational Industrial program to serve the needs of students who would prepare for a career in hairdressing, hair cutting, facial preparation, and skin care.

Students having an avocational interest in the personal health and beauty procedures of cosmetology would be served through the provision of one or more credits (blocks) in Cosmetology as optional credit offerings to meet the requirements for high school graduation.

COSMETOLOGY PROGRAM PATTERN

For students wishing to specialize in Cosmetology, a program consisting of 12 credits (blocks) has been developed, comprising 50% of the time allotted to a secondary education. A maximum of four credits is available for each of Cosmetology 103, 203, and 303, and it is recommended that two credits or blocks be taken in each semester from Grade 10 to Grade 12.

TIME ALLOTMENT

Each of Cosmetology 103, 203, and 303 consists of four blocks of one credit each, with a credit being defined as a minimum of 110 hours of instruction.

SPECIAL NEEDS

Students with special interests and needs would be best encouraged to assess their potential, aptitudes, and interests in cosmetology, and to match these to credits emphasizing special career opportunities. It is left to the school to assist special needs students in planning their career paths, and in providing the appropriate emphases to serve these needs.

EVALUATION

Cosmetology courses emphasize both principles and practices.

There is a strong theoretical component to the program related to the use and effect of chemicals and to related safety practices.

Evaluation should be based upon the objectives found in the curriculum guide. Periodic testing would serve to assess both theoretical understandings and practical abilities, and would vary depending upon the availability of models or clients to the laboratory.

The standards common to the business world should be recognized as desirable minimums. For some students, evaluation may be geared to the standards set by the provincial licensing agency.

Student achievement may be individually assessed because of the variety of tasks confronted in the course. Some students may focus their aptitudes toward cuts, sets, or facials, and thereby specialize their career development.

It is generally accepted that grading should be weighted to approximate 60% for practical mastery and 40% for theoretical understanding.

INTEGRATION OF VOCABULARY, SAFETY, CAREERS

Vocabulary, safety, and career information related to the study of cosmetology are integrated into each of the blocks of the program pattern. It is recommended that teachers emphasize these topics throughout the program pattern.

ROLE OF TEXTBOOKS

Cosmetology 103, 203, 303 allows for flexibility in scope and approach by encouraging teachers to plan the blocks in the program pattern using the guide as a framework and enriching or modifying to meet the needs of students. Since no one textbook serves all blocks or the program pattern, it is important that teachers have access to, and become acquainted with, a variety of resources including methodological approaches and sources for projects, exercises, activities, and enrichment.

GOALS AND OBJECTIVES

In general, the goals for vocational industrial education in the secondary school will be similar for all industrial education program patterns. Differences among program patterns will occur in the emphasis placed upon the following:

. general goals and/or more specific objectives;
. recognition of vocational and avocational goals;
. requisites for high school graduation, employment, and post-secondary education;
. scope and sequence of the program pattern;
. selection of blocks and the content of the blocks comprising the program pattern;
. laboratory and equipment for the program pattern.

The goals of the Cosmetology 103, 203, 303 program are as follows:

1. To introduce students to the basics of salon organization, health and safety practices, and personal and professional conduct in the beauty salon;

2. To provide theoretical bases and practical instruction and experiences in the component areas of cosmetology and in the proper use and care of implements and equipment;

3. To introduce basic business procedures in salon management and ownership;

4. To provide a basic introduction to anatomy, physiology, and chemistry relevant to cosmetological practices and procedures;

5. To prepare students for professional certification and career selection, and for continuing personal and professional assessment and development.

Objectives of Cosmetology 103, 203, 303

1. Orientation, Career, and Cosmetology Basics

The student should be able to:

- demonstrate a knowledge of the routine of the beauty culture salon;
- explain student responsibilities in the salon and with the equipment and tools;
- demonstrate ethical conduct in the school and in the salon;
- list the requirements of a pleasing personality;
- explain responsibilities to the hairdressing profession and to oneself;
- appreciate the need for personal hygiene;
- practice good hygiene habits;
- list good grooming habits;
- demonstrate good grooming;
- explain the techniques of verbal skills;
- demonstrate good verbal skills;
- list the nonverbal skills;
- demonstrate the use of nonverbal skills;
- list the types of careers available to hairdressers;
- prepare a personal inventory;
- assess the personal inventory;
- read newspaper and trade magazines for job opportunities;
- write a resumé;
- write a letter of application;
- telephone for an interview;
- role play a one-to-one job interview;
- identify the types of bacteria;
- list the scientific names of bacteria;
- use the microscope to identify bacteria;
- explain where bacteria grow;
- describe how bacteria multiply;
- identify the conditions that influence the growth of bacteria;
- explain the procedures and precautions to prevent the growth and multiplication of bacteria;
- differentiate between communicable and non-communicable diseases;
- name one or more diseases transmitted by bacteria;
- list sanitation rules;
- explain the need for the sterilization in the beauty salon;
- differentiate between the kinds of sterilizing solutions used in the beauty salon;
- explain the various uses of sterilizing solutions;
- list the common antiseptics and disinfectants used in beauty salons;
- demonstrate the use of antiseptics and disinfectants;

- explain the properties and the nourishment of the skin;
- demonstrate skin care;
- list the layers of the skin;
- explain the functions of the layers of the skin;
- identify the functions of the skin;
- explain the functions of the skin;
- use the vocabulary describing the diseases and disorders of the skin;
- list primary and secondary lesions of the skin;
- list some disorders of the skin treatable by a cosmetologist;
- recognize the primary and secondary lesions of the skin;
- list the disorders of the sebaceous and sudoriferous glands;
- recognize the disorders treatable by a cosmetologist and those which should be referred to a medical doctor;
- identify the types of dandruff;
- explain the methods of treating oily and dry dandruff;
- identify the types of alopecia;
- explain the proper treatment of alopecia;
- demonstrate the correct treatment of alopecia;
- explain how pigmentations of the skin occur;
- define hair;
- describe the function, location, and composition of hair;
- explain the types of hair;
- describe the histology of hair;
- describe hair growth;
- describe hair condition;
- analyze hair condition;
- treat the condition using the results of analysis;
- identify abnormal hair conditions;
- describe abnormal hair conditions;
- explain disorders and diseases of the hair;
- identify two methods of hair removal;
- recognize the difference between the two methods of hair removal;
- describe hair removal;
- demonstrate hair removal;
- use the vocabulary associated with nails;
- identify the parts of the nail;
- list nail disorders;
- identify nail disorders;
- list reasons for giving scalp treatments;
- explain the purpose of a scalp conditioner;
- recognize a dry scalp condition;
- treat a dry scalp condition;

- list the types of scalp manipulations;
- explain the benefits of a scalp massage;
- demonstrate scalp manipulations;
- list the conditioners requiring heat;
- demonstrate the use of the heating cap;
- demonstrate the combined use of the plastic cap and dryer;
- list the benefits of brushing hair;
- explain the differences between a natural bristle brush and a nylon brush;
- demonstrate correct brushing techniques;
- list the things that damage hair;
- explain how these items damage hair;
- discuss hair conditioning;
- list the different types of conditioning products;
- apply conditioners to damaged hair;
- identify potentially dangerous areas in the beauty salon;
- explain how safety habits are established;
- accept responsibility for developing safety habits;
- identify the uses of electricity in a beauty salon;
- list the precautions necessary when using electrical equipment;
- demonstrate correct safety habits when using electrical equipment;
- identify five hazards and precautions in the beauty salon;
- explain fire drill procedures;
- practice fire drill procedures;
- identify potentially dangerous areas and equipment that could cause burns;
- explain safety measures to avoid burns;
- explain and demonstrate first aid treatment for burns;
- explain why cleanliness is necessary;
- demonstrate sanitary practices;
- list dangerous equipment, supplies, and practices common to a beauty salon;
- explain safety precautions to avoid accidents;
- demonstrate safety precautions when handling equipment and supplies;
- list the types of shampoos;
- explain the action of shampoo on the hair;
- construct a pH scale;
- classify shampoos as acids or alkalines;
- determine the pH of various types of shampoo;
- analyze the scalp and the hair;
- select the shampoo appropriate to the scalp and the hair;

- list the shampoos available to professional cosmetologists;
- discuss the procedures for using shampoos in a beauty salon;
- demonstrate the procedure for using shampoos in a beauty salon;
- identify all the rinses used in a beauty salon;
- describe the uses of hair rinses;
- demonstrate the application of hair rinses;
- describe shampoo capes;
- demonstrate the methods of placing shampoo capes and towels on a patron;
- describe the special methods of draping a patron;
- explain the purposes of pre-brushing and scalp examination;
- demonstrate pre-brushing and scalp examination;
- give a plain shampoo;
- explain the benefits of a professional shampoo;
- list the safety precautions for shampooing;
- identify hair and scalp condition;
- select the shampoo for the hair and scalp condition;
- demonstrate shampooing techniques;
- recommend a shampoo to a patron;
- sell a shampoo to a patron;
- explain why a specific shampoo is required;
- recommend the shampoo to the customer.

II. Basic Hairstyling

The student should be able to:

- define the vocabulary of hairstyling;
- use the vocabulary of hairstyling;
- identify the implements and supplies;
- explain the uses of the implements and supplies;
- hold a comb correctly;
- comb out hair tangles;
- identify the geometric shapes;
- explain the use of geometric shapes in hairstyling;
- demonstrate the use of geometric shapes in hairstyling;
- explain forward and backward hair movement;
- describe the concepts of clockwise and counterclockwise;
- demonstrate clockwise and counterclockwise curls;
- demonstrate the ability to curl hair in all o'clock positions;
- explain the concept of moulding;
- demonstrate the moulding technique;
- identify the forms of fingerwaves;
- demonstrate all forms of fingerwaving;
- demonstrate hairstyles using moulding, fingerwaving, and pin curls;
- differentiate between open and closed centre pin curls;
- demonstrate the formation of open and closed centre pin curls;
- identify the types of flat pin curls;
- explain the use of each type of flat pin curl;
- demonstrate the formation of each type of flat pin curl;
- identify the various types of volume pin curls;
- demonstrate the formation of volume pin curls;
- demonstrate the formation of indentation pin curls;
- describe volume rollers and their effects;
- identify the correct bases used with volume rollers;
- demonstrate the use of volume rollers;
- identify the bases for indentation rollers;
- demonstrate the use of indentation rollers;
- describe the bases for cone and vertical rollers;
- explain the use of cone and vertical rollers;
- demonstrate the use of cone and vertical rollers;
- demonstrate a variety of pin curl sets;
- demonstrate a variety of roller sets;
- demonstrate a variety of sets using various combinations of pin curls and rollers;
- set using pictures of completed styles;
- draw a setting pattern;
- set a mannequin by following the setting pattern;
- create an original set;
- prepare a roller and a pin curl set according to own design;
- comb the set;
- identify comb-out methods;
- demonstrate comb-out methods;
- list the principles of design related to planning a hairstyle;
- select appropriate rollers;
- identify the different facial types;
- explain why an oval face is considered the most appropriate for hairstyling;
- demonstrate styles to accent or diminish facial features;
- identify the equipment and tools for styling hair;
- explain the use of the equipment and tools;
- demonstrate the correct handling of the equipment;

- explain the meaning of the terminology related to heat services;
- hold and operate a blowdryer professionally;
- produce an acceptable hairstyle using a blowdryer;
- demonstrate safety precautions when using a blowdryer;
- list the uses of a hot comb;
- demonstrate the technique of styling with a hot comb;
- describe safety precautions when using a hot comb;
- identify the uses of a curling iron;
- describe safety precautions when using a curling iron;
- demonstrate the technique of using a curling iron;
- demonstrate the use of the crimper;
- describe safety precautions when using a crimper;
- identify the uses of heat rollers;
- demonstrate the techniques for using heat rollers;
- describe safety precautions when using heat rollers;
- describe general safety precautions when using heat tools;
- demonstrate the safe use of all heat tools;
- clean and store all heat tools properly.

III. Hairshaping and Manicuring

The student should be able to:

- define haircutting terms;
- identify the parts of the razor;
- hold the razor properly;
- hold the razor and comb while cutting the hair;
- give a wet razor shaping;
- describe and practice safety precautions when using the razor;
- name the parts of a pair of scissors;
- hold the scissors and the comb for cutting;
- give a blunt cut;
- give a slither cut;
- identify the parts of the thinning shears;
- demonstrate the method of holding thinning shears;
- demonstrate the way to use thinning shears;
- identify the parts of electric clippers;
- demonstrate the use of electric clippers;
- describe and practice safety precautions when using electric clippers;
- demonstrate a blunt cut using razors and/or scissors;
- demonstrate the correct holding of the comb for tapered cutting;
- taper cut a wig or weft using scissors and/or razor;
- identify neckline types;
- demonstrate neckline shaping;
- practice safety precautions during neckline shaping;
- identify the different types of bangs;
- shape the following bangs: straight, curly, pixie, side;
- draw and label the angles;
- cut a given angle;
- identify and draw the elevation angles;
- create the elevation angles on a mannequin by holding out the hair;
- shape hair using the elevation angles;
- identify the use of sectioning clamps;
- identify the bones of the head;
- recognize cowlicks and natural direction;
- section for a hairshaping;
- drape the patron for a wet or dry hairshaping;
- comb the hair to determine cowlicks and natural direction;
- demonstrate sectioning of the head;
- demonstrate the importance of selecting and starting with a guideline;
- measure for length;
- give a basic haircut;
- describe the structure of the nail;
- recognize nail disorders;
- prepare the manicure table;
- identify the manicuring tools and cosmetics;
- explain the use of the tools;
- demonstrate the correct procedures for a plain manicure;
- give an oil manicure;
- manicure the nails of a man;
- repair a nail;
- identify the bones of the arm and the hand;
- list the nerves of the arm and the hand;
- locate the arteries of the arm and the hand;
- explain the benefits of a massage;
- give a hand and arm massage;
- explain the safety precautions for manicuring and massaging;
- demonstrate the safety precautions.

IV. Facials

The student should be able to:

- identify the bones of the head, face, and neck;
- locate the bones of the facial area;
- identify the muscles of the mouth;
- locate the muscles of the mouth;
- list the muscles of the eyelids, the eyebrows, and the nose;
- explain how this knowledge will assist with facial cosmetology;
- locate the trigeminal nerve;
- identify the divisions of the trigeminal nerve;
- locate the seventh cranial nerve;
- identify the divisions of the seventh cranial nerve;
- identify the eleventh cranial nerve and its two branches;
- locate the eleventh cranial nerve and its two branches;
- identify the cervical nerves;
- locate the cervical nerves;
- list the motor points;
- locate the motor points;
- describe massage manipulations;
- explain the benefits of massage manipulations;
- demonstrate facial manipulations;
- identify skin types;
- describe cleansing creams;
- list supplies and equipment for peel-off masks;
- give a facial using a peel-off mask;
- list supplies and equipment for rinse-off masks;
- give a facial using a rinse-off mask;
- list supplies and equipment for dry skin facials;
- give a facial for dry skin;
- list supplies and equipment for oily skin facials;
- give a facial for oily skin;
- list supplies and equipment for facials to treat acne;
- give a facial for skin with acne;
- identify safety precautions for facials;
- explain the benefits of safety;
- describe the different eyebrow styles;
- use an eyebrow pencil to outline eyebrows;
- use correct procedures for arching eyebrows;
- list all safety measures related to arching eyebrows;
- identify the different kinds of false eyelashes;
- explain the procedures for applying the different types of false eyelashes;
- demonstrate the application of all types of false eyelashes;
- identify basic facial cosmetics;
- explain how to choose an appropriate foundation;
- classify facial types;
- list the implements required for makeup applications;
- explain the uses of the implements in the application process;
- describe the techniques of applying cosmetics;
- demonstrate the application of cosmetics;
- describe the ideal facial shape;
- explain the relationship between hairstyles and the ideal facial shape;
- identify the main divisions of the face;
- describe facial profiles;
- demonstrate a fingerwave, sculpture curls, roller placement, and combout techniques;
- prepare wet sets according to selected patterns;
- comb out the set;
- blow dry styles according to selected patterns;
- set and comb out styles following a series of patterns;
- reproduce styles following patterns for twists, braids, and weaving.

V. Wigs and Hairpieces

The student should be able to:

- describe the types of wigs and hairpieces;
- classify wigs and hairpieces;
- describe the manufacturing processes for wigs and hairpieces;
- demonstrate the methods of cleaning wigs and hairpieces;
- describe methods of coloring wigs and hairpieces;
- demonstrate the techniques for coloring;
- list the safety precautions during coloring;
- cut a wig/hairpiece;
- style a wig/hairpiece;
- measure a head for a wig;
- demonstrate procedures for altering a wig.

VI. Cold Waving

The student should be able to:

- trace the history of permanents and cold waves;
- recognize the differences between a permanent and a cold wave;
- analyze the hair;
- explain the strengths of waving lotions;
- classify the lotions in relation to type of hair;

- identify the types of rods;
- explain the relationship between the size of rods and the amount of curl;
- identify the different blocking patterns;
- block hair according to accepted patterns;
- section hair in preparation for rods;
- block and section for a single flat wrap;
- demonstrate winding for a single flat wrap;
- block and section for a double flat wrap;
- demonstrate winding for a double flat wrap;
- block and section for a book end wrap;
- demonstrate winding for a book end wrap;
- analyze the hair;
- choose the processing lotion;
- block, section, and wind up the hair;
- apply the wave lotion;
- read the test curl;
- apply the neutralizer;
- demonstrate safety precautions;
- wrap long hair;
- prepare the patron;
- demonstrate blocking, sectioning, and wrapping of long hair;
- wrap tinted hair;
- analyze hair for tinting;
- choose a processing solution;
- recognize the need for a conditioner;
- demonstrate the wrapping procedure for tinted hair;
- wrap lightened hair;
- analyze the hair for lightening;
- choose a processing solution;
- recognize the need for a conditioner;
- demonstrate the wrapping procedure;
- describe pick-up curls;
- demonstrate the techniques for pick-up curls;
- explain the difference between an alkaline and a thio permanent;
- give a heat-activated permanent;
- explain reasons for unsatisfactory waves;
- recognize unsatisfactorily waved hair;
- list reasons for record cards;
- fill out and file a record card;
- explain the purpose of maintenance cards;
- list and explain the safety precautions for permanent waving;
- demonstrate safety precautions during a permanent wave;
- analyze the hair to be chemically relaxed;

- identify chemical relaxers;
- explain the procedure for chemical relaxing;
- list safety precautions related to chemical relaxing;
- demonstrate safety when applying relaxers;
- choose an appropriate relaxer;
- demonstrate a relaxing treatment;
- explain the procedure for chemical relaxing retouch;
- demonstrate the application of a chemical relaxing retouch.

VII. Haircoloring

The student should be able to:

- differentiate between primary, secondary, and tertiary colors;
- explain the concept of light and dark colors;
- explain the concept of warm and cool colors;
- identify the classifications of hair color;
- explain what happens to hair upon the application of hair colors;
- pronounce and spell words in the vocabulary for haircoloring;
- explain the meaning of the words in the vocabulary for haircoloring;
- define temporary haircolor;
- describe the historical development of temporary rinse products;
- apply temporary rinses;
- define a lightening rinse;
- lighten hair with a lightening rinse;
- list the disadvantages of lightening rinses;
- list reasons for using semipermanent colors;
- identify various kinds/brands of semipermanent hair coloring;
- apply the brands to hair samples;
- give a predisposition test;
- apply semipermanent color;
- complete a record card;
- define permanent haircolors;
- compare permanent and temporary haircolor;
- compare permanent and semipermanent haircolor;
- explain the effect of permanent coloring on hair;
- explain the advantages and the disadvantages of using permanent color;
- list safety precautions in the use of permanent color;
- apply permanent hair color;

- explain the role of the developer in permanent hair color;
- select a permanent color for virgin hair;
- describe the difference in the method of applying hair color which is lighter or darker than virgin hair;
- apply the color;
- explain what a retouch is and how often it should be done;
- demonstrate the application of color retouches;
- explain the "soap-cap" technique;
- demonstrate the use of a filler;
- recognize resistant hair;
- explain the procedure for tinting resistant hair;
- demonstrate coloring resistant hair;
- list the types of henna and their uses;
- demonstrate the mixing and the application of henna;
- identify non-henna hair color products;
- list reasons for using non-henna products;
- demonstrate the mixing and application of non-henna products;
- describe the chemicals used for tinting eyelashes and eyebrows;
- apply tints to eyelashes and eyebrows;
- test the hair for metallic dyes;
- recognize damaged hair;
- list products for reconditioning;
- apply conditioners;
- list products required for corrective work;
- demonstrate correction techniques for unsatisfactory hair coloring;
- select proper color for a patron;
- mix the formula.

VIII. Hair Lightening and Toning

The student should be able to:

- define hair lightening and toning;
- describe the chemical effects of lightening and toning on hair;
- list the seven stages of hair lightening;
- list the types of bleaches and their specific uses;
- list the safety precautions related to hair lightening;
- analyze the hair to be lightened;
- apply a virgin bleach;
- apply a retouch bleach;
- demonstrate safety procedures related to applying bleach;
- streak hair;
- frame hair;
- frost hair;
- paint hair;
- identify and describe the use of dramatic lightening methods (blonde-on-blonde; three color effects; three-dimensional shading);
- demonstrate the use of all lightening products;
- identify hair lightening problems;
- select appropriate corrective conditioners;
- demonstrate corrective techniques;
- list the reasons for a tint-back;
- demonstrate the techniques of applying tint-backs.

IX. Salon Management and Ownership

The student should be able to:

- explain the requirements of a salon site;
- compare purchasing an existing salon and opening a new salon;
- list the factors to consider and the precautions to observe when purchasing an existing salon;
- examine the factors to consider in opening a new salon;
- recognize the importance of selecting a name;
- locate professional help;
- identify and describe the different types of business organizations;
- recognize the advantages and the disadvantages of the different types of business organizations;
- identify and discuss the implications of leasing a beauty salon;
- list the types of insurance policies required by a salon owner;
- explain the need for insurance protection;
- identify costs of operating a beauty salon;
- explain basic taxation requirements;
- explain the basic accounting requirements;
- prepare accounting records;
- list the responsibilities involved in operating a salon;
- list the duties and responsibilities of a manager;
- identify desirable personality traits for the salon staff;
- identify methods of advertising;

- explain the advantages and disadvantages of advertising;
- identify methods of retailing;
- build a retail display;
- distinguish between physical and chemical change;
- distinguish between acids and bases;
- identify a mixture and a solution;
- explain the use of papers to test pH scale;
- identify chemicals that cause permanent and temporary changes in hair chemistry;
- demonstrate several classroom experiments using chemicals;
- use a microscope;
- list safety precautions related to using chemicals;
- demonstrate safety procedures when conducting experiments.

X. Anatomy and Physiology

The student should be able to:

- explain the function and structure of cells;
- describe the relationship between cells, tissues, organs, and body systems;
- identify the systems of the body;
- explain the structure and the function of the skeletal system;
- describe the relationship of the skeletal system to the shape of the body;
- list the bones of the head;
- locate the bones of the head;
- list the bones of the neck, chest, shoulder, arm, and hand;
- describe the structure and function of the muscular system;
- explain how the muscular system affects body coordination;
- describe the interaction of muscles;
- locate the muscles of the eyes, nose, and mouth;
- describe the functions of the muscles of the eyes, nose, and mouth;
- list the muscles of the neck and arm;
- describe the functions of the muscles of the eyes, nose, and mouth;
- list the nerves of the body;
- explain the functions of the parts of the nervous system;
- describe the importance of the nervous system;
- locate the cranial nerves;
- list the functions of the cranial nerves;
- locate the nerves of the arm and hand and their motor points;
- identify the parts of the heart;
- explain the functions of the heart;
- describe the composition of blood and lymph;
- explain the function of blood and lymph;
- list the blood vessels that supply blood to the head, face, neck, arms, and hands;
- list the other organs related to the circulatory system;
- identify the endocrine glands;
- explain the functions of the endocrine glands;
- describe the effects of the endocrine glands on the health of the body;
- identify the organs of the excretory system;
- describe the functions of the organs of the excretory system;
- explain the relationship of the respiratory system to the health of the body;
- identify the organs of the digestive system;
- describe the functions of the organs of the digestive system;
- recognize the relationship of the digestive system to body health and skin care;
- identify the organs of the reproductive system.

XI. Certification Preparation

The student should be able to:

- list the requirements of a good model;
- choose a model;
- explain hair analysis;
- choose appropriate hairstyles;
- identify facial shapes;
- list and demonstrate sectioning techniques;
- demonstrate haircutting techniques;
- write a series of examinations;
- pass the written examination;
- demonstrate confidence;
- identify appropriate dress and conduct;
- choose a hairsetting model;
- demonstrate a hairset and comb-out;
- choose a haircut model;
- demonstrate a haircut and blowdrying;

- demonstrate a facial;
- demonstrate a manicure;
- identify appropriate conduct and dress;
- pass the written examination;
- pass the practical examination.

XII. Development and Proficiency

The student should be able to:

- identify personal and professional skills achieved in the cosmetology program;
- assess levels of development and proficiency;
- prepare a list of personal goals in relation to cosmetology;
- identify the goals attained in the cosmetology program;
- identify effective and ineffective telephone techniques;
- demonstrate effective telephone techniques;
- greet a patron;
- make a patron feel comfortable;
- discuss patron complaints and questions;
- demonstrate effective communication skills;
- identify non-verbal skills;
- demonstrate non-verbal skills;
- demonstrate a knowledge of the vocabulary of cosmetology;
- construct sentences using the vocabulary of cosmetology;
- write paragraphs using the vocabulary of cosmetology;
- explain the purpose of business letters/reports;
- write business letters/reports;
- prepare a resumé.

block i: orientation, career, and cosmetology basics

General Objectives: To familiarize the students with the cosmetology program and the basics of bacteriology and sanitation; skin, hair, and nails; safety; and shampooing.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
I. ORIENTATION, CAREER, AND COSMETOLOGY BASICS		
A. Student and Salon Organization		
The student should be able to:	Prepare and distribute a Beauty Culture Handbook. Read, explain, and discuss the content of the handbook with the students. Refer to the beauty culture salon and the student stations during the discussion to orient the students to the salon.	Beauty Culture Handbook prepared by the instructor(s) Beauty culture salon and student work stations
	Prepare chalkboard and transparency illustrations about the beauty culture salon. Prepare, or have the students prepare, slides of the/a beauty culture salon.	Transparencies, slides
1. demonstrate a knowledge of the routine of the beauty culture salon;	Distribute and explain the use of textbooks and workbooks for the cosmetology program. Give instructions about the duties related to the reception desk, telephone techniques, dispensary and housekeeping routines and/or have the students research and prepare reports on these duties.	Textbooks and workbooks Beauty culture salon and student work stations
2. explain student responsibilities in the salon and with the equipment and tools.	Take the students on a tour of the salon. Make the students aware of the importance of safety and cleanliness in the salon. Demonstrate the use of the clothes washer and dryer, the hair dryers, other equipment and tools. Stressing the importance of neatness and cleanliness, show the students how to maintain the student work stations.	Beauty culture salon, student work stations, equipment and tools Bulletin board displays of well-kept beauty salons
B. Professional Ethics		
The student should be able to:		
1. demonstrate ethical conduct in the school and in the salon;	Explain the importance of good manners, cheerfulness, and punctuality. Have the students demonstrate ethical conduct through punctuality, good manners, and personality in the school and in the beauty salon.	Books and booklets on ethics and personality from Milady Publishing Corporation; e.g., Beautician's Guide to Beauty, Charm and Poise

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. list the requirements of a pleasing personality;	Discuss why the hairdresser should have a pleasing personality. Explain and illustrate how speech, appearance, behaviour, and manners indicate one's personality.	Charm Teacher's Manuals from Milady Publishing Corporation on the following personal development topics: visual poise, wardrobe planning, personal grooming, body perfection, social graces, success insurance
3. explain responsibilities to the hairdressing profession and to oneself.	Observe student appearance and behaviour. Advise students as necessary.	
C. Hygiene and Grooming The student should be able to:		
1. appreciate the need for personal hygiene;	Remind the students about the importance of bathing. Emphasize that because of close contact with patrons in the beauty salon they should be concerned about body odor and halitosis. Discuss the following in relation to personal hygiene: nutrition, exercise, relaxation, posture, habits, and health.	SOURCES FOR HYGIENE, GROOMING AND NUTRITION 1. School nurse 2. Home Economics instructor 3. Hygiene and grooming publications from Milady Publishing Corporation
2. practice good hygiene habits;	Take a survey to determine if the students are meeting the requirements of nutrition. Request an instructor from the Home Economics Department to provide information about nutrition.	Instructional materials about nutrition from the Home Economics Department
3. list good grooming habits;	Explain that personal grooming refers to one's appearance and cleanliness in relation to clothing, shoes, nails, skin, and hair. Emphasize the importance of first impressions.	SOME BASICS OF GOOD GROOMING 1. Care of self 2. Care of clothing 3. Care of feet 4. Removal of body hair 5. Skin care and cosmetics 6. Care of hair 7. Care of nails and hands
4. demonstrate good grooming.		

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
D. Communication The student should be able to:		
1. explain the techniques of verbal skills;	Explain that verbal communication relates to what is said and how it is said. Emphasize courtesy and the development of vocabulary. Review the meaning and the importance of the following in relation to verbal communication: enthusiasm, inflection, cheerfulness, clarity, tone, and emphasis.	Assistance and references from the English and Business Education Departments and the school library
2. demonstrate good verbal skills;	Encourage students to role play situations. Have one student take the position of a hairdresser and another, a patron with questions and/or complaints.	"The Development of Classroom Workshop in Oral Communications," The English Journal, 63, No. 9, pp. 55-61, has a list of resources and games to promote effective communication skills.
	Contact the School of Nursing, the University of Manitoba and Red River Community College, and/or a local hospital, for information pertinent to the use of verbal skills in communicating effectively with clientele.	Successful Human Relations, Milady Publishing Corporation
3. list the non-verbal skills;	Explain that non-verbal communication is sometimes called body language. Point out that the way one looks or stands indicates interest or disinterest even before one speaks.	
4. demonstrate the use of non-verbal skills.	Have the students demonstrate the use of body language through role playing. Ask the school librarian to provide a list of books on this topic. Refer to the books in the Sherlock Holmes series for examples of body language. Read examples to the class or have the students locate examples and present them in a report to the class.	References from the school library

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
E. Careers in Cosmetology The student should be able to:		
1. list the types of careers available to hairdressers;	Outline what the student must do to become a cosmetologist. Identify the various careers a student might follow upon graduation: hairdresser, salesperson, manager, salon owner, instructor in a public or private school. Invite sales representatives, makeup artists, and/or salon owners to speak to the students about their careers.	Career information brochures and booklets The Professional Cosmetologist, West Publishing Company
2. prepare a personal inventory;	Have the students prepare a self assessment, an interest inventory, and a skills inventory by listing their personal likes/dislikes, needs, interests and goals, and abilities of value to an employer.	Interest inventory tests
3. assess the personal inventory;	Save the student responses to these self assessments and return the assessments to the students prior to graduation from grade twelve. Request the students to revise the self assessments and to list changes in their personal inventories.	
4. read newspaper and trade magazines for job opportunities;	Ask an employer to speak to the students about his/her personnel needs. Make the students aware of places where they may look for employment. Have the students cut out and examine advertisements from daily newspapers and trade magazines. Discuss the qualifications listed in the advertisements.	Advertisements from daily newspapers and trade magazines
5. write a resumé;	Discuss the format and the purpose of a resumé.	Bulletin board display of resumés; references from the school librarian and/or the English/Business Education Departments
6. write a letter of application;	Discuss the format and the purpose of a letter of application. Have the students write letters of application for positions advertised in newspapers and trade magazines.	Bulletin board display of letters of application

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
7. telephone for an interview;	Make the students aware of the procedures to follow while telephoning to request an interview. Have the students practice telephone requests for an interview.	Assistance from the Manitoba Telephone System Telephone Techniques for the Beauty Salon, Milady Publishing Corporation
8. role play a one-to-one job interview.	Have the students role play job interviews. Review this section, if necessary, prior to graduation to reinforce the requisite skills.	
F. Bacteriology The student should be able to:		
1. identify the types of bacteria;	Discuss the pervasive presence of bacteria. Talk about the relationship of bacteria to childhood diseases. Ask the students to recall the childhood diseases they have had.	Bacteriology and Sterilization (cassette tapes), Milady Publishing Corporation
2. list the scientific names of bacteria;	Contrast harmless and helpful bacteria to disease-producing bacteria.	NON-PATHOGENIC BACTERIA: Harmless and/or beneficial bacteria PATHOGENIC BACTERIA: Disease producing bacteria
3. use the microscope to identify bacteria;	Discuss the microscope and demonstrate how to use it to identify the types of bacteria. Request assistance from the Science Department in the school. Use the overhead projector/chalkboard/microscope to show illustrations of and to discuss the various types and shapes of bacteria.	TYPES AND SHAPES OF PATHOGENIC BACTERIA 1. Cocci: round or berry-shaped 2. Bacilli: shaped like sticks or rods 3. Spirilla: comma- or corkscrew-shaped bacteria
4. explain where bacteria grow;	Review the types and shapes of bacteria. Discuss where one finds bacteria in the beauty salon.	
5. describe how bacteria multiply;	Explain the growth and the multiplication of bacteria.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
6. identify the conditions that influence the growth of bacteria;	Discuss the conditions which are favourable and unfavourable to the growth of bacteria. Explain and demonstrate how to make cultures. Have the students inoculate petri dishes with a variety of agents and watch the growth of bacteria. Have the students record information about the area or agent tested in the beauty culture salon.	Petri dishes from the school Science Department
7. explain the procedures and precautions to prevent the growth and multiplication of bacteria;		
8. differentiate between communicable and non-communicable diseases;	Define and discuss communicable and non-communicable diseases. Discuss the transmission of disease by bacteria.	
9. name one or more diseases transmitted by bacteria;	Identify the diseases caused by bacteria, viruses, fungi, and insects.	<u>EXAMPLES OF DISEASES CAUSED BY BACTERIA, VIRUSES, FUNGI, INSECTS</u> 1. Bacteria: diphtheria, syphilis, lockjaw 2. Viruses: common cold, mumps, measles 3. Fungi: ringworm, athlete's foot 4. Insects: pediculosis, scabies
10. list sanitation rules.	Discuss and have the students collect information about the sanitation processes to reduce/prevent the spread of diseases caused by bacteria, viruses, fungi, and insects.	
G. Sterilization and Sanitation The student should be able to:		
1. explain the need for sterilization in the beauty salon;	Review the ways by which bacteria are spread. Describe the difference between sterilization and sanitation. Discuss the methods of sterilization. Explain the procedures for sanitizing implements and equipment.	<u>STERILIZATION</u>: The processes/procedures followed to destroy microorganisms or to provide freedom from bacteria or other microorganisms

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		SANITATION: The physical or chemical means used to keep surroundings and equipment clean and free of germs to protect the health of the public
2. differentiate between the kinds of sterilizing solutions used in the beauty salon;	Describe the various sterilizing solutions used in the school and beauty salons. Have the students use pH papers to test the strength of the solutions.	
3. explain the various uses of sterilizing solutions;	Describe "Quats" and explain how to mix and to use it. Have the students mix quaternary ammonium solutions for proper sterilization. Explain why boiling, steaming, and baking are not used as methods of sterilization in a beauty salon.	QUATERNARY AMMONIUM COMPOUND (QUATS): A compound used in cream rinses and as a germicide
4. list the common antiseptics and disinfectants used in beauty salons;	Explain the meaning of antiseptic and disinfectant. Identify common antiseptics and explain their purposes. Show and discuss the disinfectants used in beauty salons.	ANTISEPTIC: A preparation for destroying and/or retarding the growth of microorganisms that cause disease DISINFECTANT: A preparation for removing infection or a source of infection or for destroying most pathogenic and non-pathogenic microorganisms
5. demonstrate the use of antiseptics and disinfectants.	Discuss the different methods of sterilization. Demonstrate the methods of sterilizing and have the students sterilize combs, brushes, shears, and manicure implements.	TYPES OF ANTISEPTICS 1. Tincture of iodine 2. Merthiolate 3. Boric acid 4. Alcohol 5. Hydrogen peroxide

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Explain why it is important to follow the instructions of the manufacturer when using or mixing solutions for sterilizing.	TYPES OF DISINFECTANTS 1. Alcohol 2. Quats 3. Sodium hypochlorite 4. Formalin 5. Cresol and phenol
H. The Skin The student should be able to:		
1. explain the properties and the nourishment of the skin; 2. demonstrate skin care;	Cover the following: skin, appendages, nourishment, elasticity, and color. Discuss the glands of the skin with special reference to the sebaceous and sudoriferous glands. Explain that even though the cosmetic industry indicates that the skin is delicate and fragile, the skin is a tough membrane somewhat akin to leather. Have the students collect advertisements which emphasize the delicacy and fragility of the skin. Ask the students to read and discuss the labels on cosmetics.	Transparencies made from textbook materials The Magic Envelope (film), Noxzema
3. list the layers of the skin;	Use a short lecture, transparencies, and other aids to discuss the following terms: stratum corneum, lucidum, granulosum, and germinativum.	Slides on the skin, cross section poster of the skin, and Photos of Hair and Skin Structure, Milady Publishing Corporation
4. explain the functions of the layers of the skin;	During the discussion of the dermis, introduce and describe these terms: papillary, reticular, and subcutaneous layers.	
5. identify the functions of the skin;	Identify and discuss the functions of the skin. Describe the appearance of healthy skin.	FUNCTIONS OF THE SKIN 1. Temperature regulation 2. Protection 3. Absorption 4. Sensation 5. Secretion 6. Excretion

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
6. explain the functions of the skin.	This is a good time to mention the art of skin decoration by tattooing and painting. Have the students collect information about tattooing the skin and painting the body. Refer to the cultures of the ancient Romans and Indians. Discuss the effect of skin tattooing and body painting on the functions of the skin.	
I. Diseases and Disorders of the Skin The student should be able to:		
1. use the vocabulary describing the diseases and disorders of the skin;	Emphasize the importance of understanding and using the special vocabulary. Use spelling bees and word games. Have the students prepare a dictionary.	Glossary of Terms from textbooks
2. list primary and secondary lesions of the skin;	Review the related vocabulary. Use the overhead projector and posters to illustrate discussions about lesions.	Common Skin Diseases, Children's Hospital, Winnipeg
3. recognize the primary and secondary lesions of the skin;	Describe the primary and secondary lesions of the skin and have the students collect information about them.	The following persons and/or departments may have various types of instructional aids and may be able to act as/supply guest speakers: 1. School nurse 2. Department of Health, Province of Manitoba 3. Health Department, Winnipeg 4. Community offices of Department of Health 5. Dermatologist 6. Naturopath for information about cosmetics, skin, and natural products
4. list some disorders of the skin treatable by a cosmetologist;	Review sanitation and personal hygiene related to skin lesions. Discuss skin disorders and the symptoms of these disorders. List the skin disorders that cosmetologists may treat.	Filmstrips on disorders of the skin, Milady Publishing Corporation

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. list the disorders of the sebaceous and sudoriferous glands;	Describe the disorders of the sebaceous and sudoriferous glands. Point out the extent to which cosmetologists may treat these disorders. Stress cleanliness as a method of prevention for these disorders.	
6. recognize the skin disorders treatable by a cosmetologist and those which should be referred to a medical doctor;	Have the students recognize skin disorders on themselves and on one another. Ask the students to attempt to identify skin disorders from photographs.	Photographs of skin disorders
7. identify the types of dandruff;	Explain that many people may have either oily or dry dandruff. Encourage the students to determine how many customers have this disorder. Some instructors may wish to teach the treatment of dandruff with the study of hair. However, dandruff is in fact a disorder of the skin.	PITYRIASIS (Dandruff): Small white or yellow flaky scales on hair shaft and scalp
8. explain the methods of treating oily and dry dandruff;	Encourage the students to use several types of dandruff shampoos and document the effectiveness of each type. Ask the students to identify and to give reasons for their preferences.	
9. identify the types of alopecia;	Obtain pamphlets about alopecia. Collect or take photographs of alopecia. Discuss the characteristics and causes of alopecia.	ALOPECIA: Baldness; a loss of hair
10. explain the proper treatment of alopecia;	Request a speaker from a hair loss clinic. Point out to the students that even though these clinics are in business, there is no known way to grow hair to overcome alopecia.	COMMON TYPES OF HAIR LOSS 1. Alopecia areata 2. Pattern baldness 3. Telogen effluvin
11. demonstrate the correct treatment for alopecia;	Have the students use library references for research on the topic of alopecia.	
12. explain how pigmentations of the skin occur.	Explain the reasons for the various pigmentations of the skin. Use photographs and pictures. Discuss sun tans and the dangers of the rays of the sun.	PIGMENTATION: A general term to describe the coloring of the skin and hair

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Have the students compare their skin tones and the skin tones of the patrons of the beauty salon.	PIGMENTATION DEFECTS 1. Freckles 2. Vitiligo 3. Chloasma
J. Introduction to Trichology The student should be able to:		
1. define hair;	Define hair and describe the function, location, composition, and types of hair.	TRICHOLOGY: The study of hair
2. describe the function, location, and composition of hair;		COMPOSITION OF HAIR 1. Keratin 2. Varying amounts of: - carbon - hydrogen - oxygen - nitrogen - sulphur
3. describe the types of hair;	Have the students examine hair under a microscope. Collect hair samples of different types, color, and textures.	
4. describe the histology of hair;	Give the students handouts of diagrams of the hair shaft and the hair root. Have the students color the diagrams to illustrate the tissue structure of hair. Use films, filmstrips, and reference books. To illustrate the cuticle, cortex and medulla, slip three different colors of rollers inside one another. This illustration emphasizes the three layers of the hair.	Hair: Its Nature and Structure (film) and Human Hair (filmstrip), Milady Publishing Corporation Healthy Hair, Arco Publishers Super Hair, Putnam's Sons

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. describe hair growth;	Describe the process of the growth of hair. Have the students compare their hair growth with others in the class. Discuss how hair changes from infancy to maturity. Have the students bring their baby pictures to class and use them to determine changes in hair texture and color.	Baby photographs
6. describe the condition of hair;	Discuss hair texture, porosity, and elasticity.	CHARACTERISTICS OF HAIR 1. Texture - coarse, medium, fine, very fine - determined by the diameter of the hair 2. Porosity - the ability of the hair to absorb moisture 3. Elasticity - the ability of the hair to stretch beyond its normal length
7. analyze hair condition;	Explain the use of the senses of seeing, touching, hearing, and smelling to analyze the condition of hair.	
8. use the analysis to treat the condition of the hair;	Show the students how to stretch hair. Explain the relationship between hair elasticity and its ability to hold a set or take a permanent. Have the students analyze one another's hair, record the results, and treat the condition.	EXPERIMENTS TO MEASURE ELASTICITY 1. Tape a wet and a dry hair to ruler. Pull the free end and measure how much the hair stretches. 2. Tape one end of a hair to the top of a lid of a glass jar. Attach a weight to the free end of the hair. Close the jar and mark the point on the side of the jar which the hair reaches. Measure how far it stretches in one day. Repeat the experiment after placing a moist sponge in the jar.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
9. identify abnormal hair conditions;	Review alopecia. Explain the abnormal hair condition hypertrichosis.	HYPERTRICHOSIS: Excessive growth of hair
10. describe abnormal hair conditions;	Show the students pictures of people with hypertrichosis. Ask the students about the social implications of such an abnormality.	
11. explain disorders and diseases of the hair;	Make the students aware that they cannot treat alopecia and hypertrichosis.	
12. identify two methods of hair removal;	Discuss the two methods of hair removal: epilation and depilation.	EPILATION: Removal of the shaft and the root of the hair by tweezing and waxing DEPILATION: Removal of hair at the skin line by means of depilatories or shaving
13. recognize the difference between the two methods of hair removal;	Compare the two methods.	
14. describe hair removal;	Explain the procedures for hair removal.	
15. demonstrate hair removal.	Have the students practice hair removal on themselves, on one another, and on patrons. Arrange visits to beauty salons that use a variety of hair removal methods. Have the students prepare a survey to compare the methods. Make the students aware of electrolysis, the only permanent method of hair removal. Stress the importance of contacting a person qualified to remove hair by electrolysis.	All About Permanent Hair Removal, Milady Publishing Corporation
K. Nails		
The student should be able to:		
1. use the vocabulary associated with nails;	Assist the students to develop an understanding of vocabulary pertaining to nails. Use word and phrase association to build vocabulary	Visual Glossary Catalogue No. 13-9, Milday Publishing Corporation. This catalogue lists

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	skills. Integrate vocabulary and review as necessary.	35 mm slides and cassette tapes for the correct pronunciation of technical terms.
2. identify the parts of the nail;	Explain the parts of the nail and describe nail growth. Have the students examine their nails and the nails of other students.	Transparencies, posters, charts PARTS OF THE NAIL 1. Matrix 2. Root 3. Plate 4. Bed 5. Free edge 6. Lunula 7. Cuticle - Eponychium - Hyponychium
3. list nail disorders;	Discuss common nail disorders. Show pictures of nail disorders and have the students identify them.	DISORDERS OF NAILS 1. Hangnails 2. Ringworm 3. Hypertrophy 4. Atrophy 5. Ingrown nails 6. Leuconychia
4. identify nail disorders.	Use transparencies of the nail structure and the structure surrounding the nail. Use flash cards and/or write-on slides with names of nail disorders printed on them.	
L. The Scalp The student should be able to:		
1. list reasons for giving scalp treatments;	Have the students list reasons for scalp treatments.	SCALP: The thick layer of skin covering the head
2. explain the purpose of a scalp conditioner;	Prepare a list of conditioners in the school beauty salon. Have the students test the pH of all conditioners on their hands. Encourage the students to identify other products on the market that condition the hair and the scalp.	SCALP-AND-HAIR CONDITIONER: A cosmetic that is applied to the hair and to the scalp to prevent dryness

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
3. recognize a dry scalp condition;	Have the students analyze scalps to determine dry scalp or other scalp conditions. Emphasize that there are scalp conditions other than dry scalp but the treatment procedures are usually the same. Demonstrate the procedures to be used for each condition.	
4. treat a dry scalp condition;	Have the students use the procedure of sectioning to practice the application of conditioners.	
5. list the types of scalp manipulations;	Describe the types of scalp manipulations.	TYPES OF SCALP MANIPULATIONS 1. Plain Scalp Manipulations 2. Basic Scalp Manipulations
6. explain the benefits of a scalp massage;	Discuss the beneficial effects of scalp massage.	BENEFITS OF SCALP MASSAGE 1. Increases flow of blood and lymph 2. Helps keep the scalp flexible 3. Stimulates secretion of glands 4. Promotes relaxation
7. demonstrate scalp manipulations;	Discuss materials required for scalp manipulation. Demonstrate manipulations and the use of manipulations with heating caps. Have the students practice scalp manipulation.	
8. list the conditioners requiring heat;	Discuss the need for heat treatments. Demonstrate the application of a conditioner in conjunction with a heating cap.	THERMAL CAP: A heating cap used together with corrective hair preparations such as oils, proteins, and moisturizers
9. demonstrate the use of the heating cap;		
10. demonstrate the combined use of the plastic cap and dryer.	Show how a plastic cap and a dryer are used together.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
M. Hair Treatments The student should be able to:		
1. list the benefits of brushing hair;	Explain the benefits of brushing hair.	
2. explain the difference between a natural bristle brush and a nylon brush;	Show the two types of brushes and explain how a natural bristle brush benefits the hair.	TYPES OF BRUSHES 1. Natural bristle brush 2. Nylon brush
3. demonstrate correct brushing techniques;	Demonstrate brushing techniques. Have the students practice brushing the hair of other students. Ask the students to include brushing and scalp manipulations with shampoos.	
4. list the things that damage hair;	Discuss the ways hair can be damaged. Have the students examine hair to determine if it is damaged and to indicate the reason(s) for the damage.	
5. explain how these items damage hair;		
6. discuss hair conditioning;	Explain that conditioning of hair is necessary before and after a variety of services in a beauty salon. Integrate instruction on hair conditioning throughout the cosmetology program.	Treatments for Dry Hair (filmstrip), Milady Publishing Corporation
7. list the different types of conditioning products;	List and discuss the conditioners used in the school beauty salon. Have the students research magazines and look at television to determine the names of conditioners. Have the students prepare a list of conditioners and consider these questions when making lists: Are all of them necessary? Are all of them effective? Do they list claims that sound reasonable? How often should the hair be conditioned?	Magazines Color slides about conditioners, Clairol Incorporated
8. apply conditioners to damaged hair.	Demonstrate the application of conditioners.	Representative from a beauty supply dealer to demonstrate conditioners

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIAL
N. Safety Habits and Precautions The student should be able to:		
1. identify potentially dangerous areas in the beauty salon;	Discuss dangerous areas of the beauty salon.	
2. explain how safety habits are established;	Explain the importance of safety and safety habits in the beauty salon. Integrate safety instruction throughout the program. Discuss safety during the explanation and supervision of the proper method to handle and to use various types of equipment.	Safety/Health Guide for Industrial Arts, Vocational Industrial, Home Economics, and Business Education, Manitoba Department of Education
3. accept responsibility for developing safety habits;	Make the students aware that they are responsible for safety. Remind them frequently about the need to be safety conscious.	
4. identify the uses of electricity in a beauty salon;	Discuss the number of appliances requiring electrical power. Explain the terms related to electricity to provide meaningful terms for reference. Explain how electricity provides power.	TYPES OF EQUIPMENT USING ELECTRICITY 1. Thermal: curling irons, lamps, marcel iron heaters, oil heaters, permanent wave machines, steamers, sterilizers, ultraviolet sanitizers 2. Mechanical: clippers, manicure machines, massagers, electric straightening combs, vacuum cleaners, vibrators 3. Combination: chair dryers, hand dryers, electric waving combs
5. list the precautions necessary when using electrical equipment;	Discuss safety precautions during the explanation and the supervision of methods of using electrical equipment.	
6. demonstrate correct safety habits when using lectrical equipment;	Make the students aware of unsafe cords and the correct method of disconnecting electrical equipment. Remind the students to be certain their hands are dry when using electrical apparatus.	Teacher from the electricity/electronics program to speak to the class about electrical safety habits

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIAL
7. identify fire hazards and precautions in the beauty salon;	Discuss potential fire hazards and precautions to take to minimize these hazards. Keep alcoholic solutions away from heat and turn off electrical equipment when it is not in use.	Films on fire safety, Manitoba Department of Health Film Library
8. explain fire drill procedures;	Explain fire drill procedures.	
9. practice fire drill procedures;		
10. identify potentially dangerous areas and equipment that could cause burns;	List and discuss all the dangerous areas, equipment, and supplies.	Display of dangerous equipment and supplies
11. explain safety measures to avoid burns;	Discuss safety precautions to follow in dangerous areas and with equipment and supplies.	Representative from fire department/Workers' Compensation Board to speak about safety
12. explain and demonstrate first aid treatment for burns;	Discuss methods of first aid in the treatment of burns.	First Aid, Runge Press, Ltd. School nurse/representative from St. John Ambulance to discuss first aid treatment of burns
13. explain why cleanliness is necessary;	Discuss personal cleanliness and shop sanitation. Emphasize the cleanliness pertains to the students and to the salon. Review skin and scalp diseases and why they should be treated.	School nurse to discuss the importance of personal cleanliness
14. demonstrate sanitary practices;	Demonstrate and review cleanliness for manicuring, haircutting, and other activities in the beauty salon.	
15. list dangerous equipment, supplies, and practices common to a beauty salon;	Discuss dangerous equipment and supplies. Explain that the nails, a comb, and a brush can scratch the scalp, and that lamps used for facials and for drying hair may cause burns or eye injuries. Acquaint the students with potentially hazardous chemicals.	DANGEROUS EQUIPMENT AND SUPPLIES 1. Sharp Instruments: scissors, razors, clips, broken jars 2. Lamps 3. Chemicals

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
16. explain safety precautions to avoid accidents;	Discuss safety precautions the students should follow to avoid accidents with dangerous equipment and supplies. Explain the first aid procedures for the treatment of injuries.	
17. demonstrate safety precautions when handling equipment and supplies.	Review safety precautions when necessary. Stress that safety is a combination of common sense and good housekeeping.	
0. Introduction to Shampooing		
The student should be able to:		
1. list the types of shampoos;	Describe the types of shampoo and the uses of each. Have the students set up a display of shampoos.	Display of shampoos Bulletin board display of shampoo advertisements
2. explain the action of shampoo on the hair;	Discuss what happens when hair is shampooed. Ask the students to discuss the following questions: 1. How do you feel when you get a poor shampoo? 2. What type of shampoo should you use on your hair?	
3. construct a pH scale;	Explain the pH scale and have the students draw their own pH scale.	pH SCALE: A scale for rating the acidity or alkalinity of a solution
4. classify shampoos as acids or alkalines;	Discuss the classifications of shampoos and have the students classify shampoos. Encourage the students to look at all the shampoos in a pharmacy and to record the names and the pH scale.	Classification chart of shampoos
5. determine the pH of various types of shampoos;	Demonstrate how to test the pH of shampoo. Discuss these questions: 1. How does pH affect the hair and the scalp? 2. If the pH of a shampoo is a low number on the pH scale, what does this mean?	
6. analyze the scalp and the hair;	Explain how to analyze the scalp and the hair.	Scalp and hair analysis chart

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
7. select the shampoo appropriate to the scalp and the hair;	Discuss the relationship between the scalp and hair analysis and the choice of shampoo to match the analysis. Identify shampoo appropriate for various scalp and hair disorders. Have the students refer to printed and television advertisements for shampoos and list and explain what the advertisements emphasize (e.g., shine, conditioning, 'greasies').	Advertisements of shampoos
8. list the shampoos available to professional cosmetologist;	Discuss the various types of professional shampoos and their uses.	Display of shampoos
9. discuss the procedures for using shampoos in a beauty salon;	Explain the procedures for shampooing using the various types of professional shampoos.	TYPES OF PROFESSIONAL SHAMPOOS 1. Plain or castile shampoo 2. Cream shampoo 3. Egg shampoo 4. Non-stripping shampoo 5. Dandruff shampoo 6. Liquid dry shampoo 7. Powder dry shampoo 8. Soapless oil shampoo 9. Peroxide shampoo 10. Henna shampoo
10. demonstrate the procedures for using shampoos in a beauty salon;	Demonstrate the use of various types of professional shampoos. Discuss safety precautions. Have the students practice using shampoos on one another.	
11. identify all the rinses used in a beauty salon;	Discuss the various types of rinses.	Display of hair rinses Advertisements about hair rinses
12. describe the uses of hair rinses;	Explain the purposes and uses of hair rinses.	
13. demonstrate the application of hair rinses.	Demonstrate the procedures for applying hair rinses. Collect hair to use as samples for applying rinses. Have the students apply all	Chart of rinsed hair wefts

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	hair rinses to hair samples. Make sure the students use a variety of hair colors and textures. Have the students prelighten some of the hair wefts to study contrasts.	
P. Shampooing The student should be able to:		
1. describe shampoo capes;	List and describe the types of capes.	TYPES OF CAPES 1. Velcro 2. Ties 3. Snaps 4. Clips
2. demonstrate the methods of placing shampoo capes and towels on a patron;	Point out that the cape is a protective device which should be wrapped completely around the neck of a patron. Explain and demonstrate the use of capes. Have the students demonstrate the use of capes.	
3. describe the special methods of draping a patron;	Explain the importance of using a second towel over a cape during tinting and permanent waving and of using paper towels when tinting.	
4. explain the purposes of pre-brushing and scalp examination;	Discuss the reasons for pre-brushing and scalp examination.	PURPOSES OF PRE-BRUSHING 1. To loosen dry scales 2. To stimulate the scalp 3. To allow the cosmetologist to observe the condition of the scalp
5. demonstrate pre-brushing and scalp examination;	Have the students assemble all materials to prepare a partner for pre-brushing; use terry and paper towels to drape their model; and pre-brush and examine the scalp and hair of the partner.	
6. give a plain shampoo;	Demonstrate how to seat a patron at a sink; to test the water temperature; wet the hair; apply the shampoo; give scalp manipulations; rinse hair; remove moisture from hair, neck, forehead, and ears; and remove tangles.	Preparation of a Patron (filmstrip) and Shampooing (slides), Milady Publishing Corporation

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
7. explain the benefits of a professional shampoo;	Point out that a good shampoo relaxes the patron and builds confidence between the patron and the cosmetologist.	
8. list the safety precautions for shampooing;	Explain the safety precautions for shampooing. Have the students practice several plain shampoos.	SAFETY PRECAUTIONS IN SHAMPOOING 1. Place cape behind the chair 2. Test water temperature 3. Avoid wetting the patron's eyes 4. Wipe up spilled water
9. identify hair and scalp condition;	Review hair and scalp analysis.	
10. select the shampoo for the hair and scalp condition;	Review types and uses of shampoos. Discuss the selection of shampoos for hair and scalp conditions.	CONDITIONS OF HAIR Normal Oily Dry Damaged Lightened Tinted Permanent waved
11. demonstrate shampooing techniques;	Demonstrate the techniques of special shampoos when an appropriate model/patron is available. The instructor may check the effectiveness of the shampooing techniques by having the student shampoo the instructor's hair.	
12. recommend a shampoo;	Have the students recommend a shampoo for a specific hair problem. When a "problem head" visits the salon, have the students identify the shampoo to take care of the problem. Emphasize the importance of choosing a shampoo for the type of water.	EXPERIMENT TO TEST HARD OR SOFT WATER Cut off 1/2 teaspoon of Ivory soap and dissolve it in 1/2 cup of warm water. Make certain the water is soft or distilled. Take a small amount of this mixture and add it to a container of the water to be tested. Well and rain water are good samples. If

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		the water being tested remains cloudy after the mixture is added, the water is hard. If the solution clears, the water is soft.
13. sell a shampoo to a patron: a) explain why a specific shampoo is required; b) recommend the shampoo to the customer.	Explain the selling qualities related to specific shampoos. Have the students mention these qualities to a patron requesting a shampoo.	Displays of shampoos

block ii: basic hairstyling

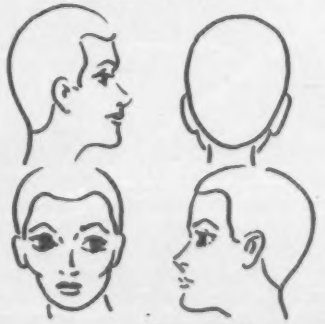
General Objectives: To familiarize the students with the implements, the supplies, and the techniques of basic hairstyling.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
II. BASIC HAIRSTYLING		
A. Introduction to Hairstyling		
The student should be able to:		
1. define the vocabulary of hairstyling;	Introduce the vocabulary of hairstyling and encourage the students to guess the meaning of some of the terms (e.g., hairstyling, overlapping curl, clockwise, standup curl, and back combing). Use a mannequin to demonstrate the meaning of the terms.	Word games Crossword puzzles
2. use the vocabulary of hairstyling;		
3. identify the implements and supplies;	Describe the implements and supplies. Have the students assemble the implements and supplies.	Display of implements and supplies
4. explain the uses of the implements and supplies;	Discuss the implements and the setting lotions and their uses in hairstyling.	Back to Basics and Marinello Hairstyling Manual, Milady Publishing Corporation
5. hold a comb correctly;	Demonstrate how to hold a comb.	Illustrations of combs and the correct method of holding combs
6. comb out hair tangles.	Describe and demonstrate how to comb out hair tangles following a shampoo. Explain to the students the importance of maintaining customer comfort during the combing-out process. Emphasize the need to find the natural part, the hair movement, the growth patterns, and the direction of hair growth. Have the students practice how to hold the comb correctly and to comb out tangles.	
B. Shapes and Direction		
The student should be able to:		
1. identify the geometric shapes;	Describe the geometric shapes.	Chart of geometric forms

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. explain the use of geometric shapes in hairstyling;	Discuss the importance of movement in hairstyling. Explain how shaping creates movement. Demonstrate movement by shaping hair on a mannequin.	
3. demonstrate the use of geometric shapes in hairstyling;	Demonstrate the formation of sculpture curls. Have the students practice geometric shaping on a mannequin.	
4. explain forward and backward hair movement;	Describe o'clock curls. Explain that up stem is 12 o'clock and down stem is 6 o'clock.	
5. describe the concepts of clockwise and counterclockwise;	Explain and illustrate the method of making clockwise and counterclockwise curls.	
6. demonstrate clockwise and counterclockwise curls;	Describe and demonstrate the method of making clockwise and counterclockwise curls.	Illustrations of clockwise and counterclockwise curls
7. demonstrate the ability to curl hair in all o'clock positions.	Use a mannequin to demonstrate the curling of hair in all o'clock positions. Have the students indicate the direction of the stem and identify the clockwise and counterclockwise curls. Have the students practice curling hair in all of the o'clock positions.	
C. Fingerwaving		
The student should be able to:		
1. explain the concept of moulding;	Point out the relationship of moulding to the o'clock directions.	Illustrations of o'clock positions
2. demonstrate the moulding technique;	Discuss and demonstrate moulding technique. Have the students practice the technique on mannequins before they practice on patrons.	
3. identify the forms of fingerwaves;	Explain that fingerwaves have come and gone with the fashions and that the most popular period was the 1920 era. Find an art/history book of this ear and show pictures to students.	Art and history books of 1920 era Movie magazines and fashion books of 1920 era

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Discuss the purpose of fingerwaving and list the parts of a fingerwave. Discuss the use of fingerwaving lotion and the need to protect a patron with a cape.	
4. demonstrate all forms of fingerwaving.	Explain and demonstrate how to make a fingerwave. Demonstrate the following fingerwaves: horizontal and vertical, at side and back of the head, with a side part, horseshoe, and centre part. Have the students practice fingerwaving on a mannequin before working on a live model. Encourage the students to collect pictures of hairstyles with fingerwaves in them.	Basic Finger Waving (filmstrip), Milady Publishing Corporation Illustrations of hairstyles from Vogue magazine
D. Fingerwaves and Pin Curls The student should be able to:		
1. demonstrate hairstyles using moulding, fingerwaving, and pin curls;	Review stem and o'clock positions. Demonstrate combinations of pin curls and moulding. The combination technique will test the manipulative ability of the students. Student progress in this section of the program may be slow.	"Fingerwaving," Aura International Hair Design Course, publishing numbers 162, 170
2. differentiate between open and closed centre pin curls;	Identify and describe the difference between open and closed centre pin curls.	Illustrations of open and closed centre pin curls
3. demonstrate the formation of open and closed centre pin curls.	Demonstrate the method of forming open and closed centre pin curls. Have the students practice open and closed centre pin curls.	
E. Types of Pin Curls The student should be able to:		
1. identify the types of flat pin curls;	Review moulding, open and closed centre pin curls, stem and o'clock positions.	PIN CURL ON ITS BASE: A curl set with no stem -- the circle's placement will be on its own base
2. explain the use of each type of flat pin curl;	Demonstrate the following types of pin curls: flat sculpture, on base, off base, no stem, half stem, and full stem.	PIN CURL HALF OFF BASE: A curl set with a short stem -- the circle's placement will be half off its base

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIAL
3. demonstrate the formation of each type of flat pin curl;	Have the students practice each type of pin curl on a mannequin.	PIN CURL COMPLETELY OFF BASE: A curl set with a long stem - the circle's placement will be completely off its base
4. identify the various types of volume pin curls;	Discuss volume pin, barrel, and cascade curls.	Illustrations of volume pin curls
5. demonstrate the formation of volume pin curls;	Demonstrate and have the students practice all types of volume pin curls. Teach the use of rollers along with pin curls. Teach indentation and volume roller work in conjunction with indentation and volume pin curls.	
6. demonstrate the formation of indentation pin curls.	Discuss the difference between volume and indentation pin curls. Explain the purpose of indentation pin curls.	Illustrations of indentation pin curls
F. Rollers The student should be able to:		
1. describe volume rollers and their effects;	Discuss angles and their importance in using volume rollers. Explain over and under direction.	"Roller and Pin Curl Setting," Aura International Design Course, publishing numbers 160, 162-165, 167-168, 170
2. identify the correct bases used with volume rollers;	Review volume pin curls and the bases of volume pin curls. Define and describe a roller base.	ROLLER BASE: The section of the hair at the scalp that is parted off for a sculpture curl or a roller
3. demonstrate the use of volume rollers;	Demonstrate all roller work, using all sizes and shapes of rollers. Have the students practice using rollers on mannequins.	
4. identify the bases for indentation rollers;	Use the chalkboard/overhead/rollers to illustrate the lesson. Explain the effect of indentation rollers. Describe the bases for indentation rollers.	Illustrations of indentation rollers

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. demonstrate the use of indentation rollers;	Demonstrate the use of indentation rollers. Have the students practice using indentation rollers.	
6. describe the bases for cone and vertical rollers;	Review other rollers and their bases.	
7. explain the use of cone and vertical rollers;	Explain the use of cone and vertical rollers.	Illustrations of cone and vertical rollers
8. demonstrate the use of cone and vertical rollers.	Demonstrate the carving of bases and the setting of cone and vertical rollers. Have the students practice using cone and vertical rollers.	
G. Hairstyling		
The student should be able to:		
1. demonstrate a variety of pin and curl sets;	Demonstrate pin curl setting techniques using a step-by-step approach. Set one panel and have the students do the same. Check the work of each student before proceeding to the next panel. Give the students copies of diagrams of sets and comb-out patterns. Have the students master Set I of the diagrams before attempting Set II.	Diagrams of sets and comb-out patterns
2. demonstrate a variety of roller sets;	Follow a procedure similar to that used for basic pin curl sets	Diagrams of sets and comb-out patterns Patterns of sets; Hair Style of the Month, Hair Style of the Month International
3. demonstrate a variety of sets using various combinations of pin curls and rollers;	Review bases, pin curls, and rollers. Demonstrate sets using pin curls and rollers. Have the students prepare sets using pin curls and rollers. When the students are able to prepare a set, give them a pattern and have them follow it to complete a set.	
4. set using pictures of completed styles: a) draw a setting pattern;	Using combed out hairstyles, explain how to draw a setting pattern. Give the students copies of illustrations of heads upon which to draw setting patterns.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
b) set a mannequin by following the setting pattern;	Have the students use the setting patterns they prepared to set mannequins.	
5. create an original set: a) prepare a roller and a pin curl set according to own design; b) comb the set;	Point out that this lesson is the responsibility of the student. Some students will be very creative while others will produce no more than a conglomeration of rollers and pin curls resulting in a bubble effect. Encourage all students by complimenting them on their efforts. Suggest that the students draw a pattern or an illustration of a head before they prepare a set.	Pattern for an original set
6. identify comb-out methods;	Review setting techniques. Remind the students that comb outs are simple when sets are prepared neatly and correctly.	Display of comb-out tools Illustrations of comb-outs
7. demonstrate comb-out methods.	Identify and describe comb-out tools: brushes, combs, and clips. Discuss the importance of brushing the hair to relax it prior to styling. Explain and demonstrate backcombing and backbrushing techniques. Discuss blending and demonstrate blending by joining lines. Challenge the students by giving them a pattern of an old-fashioned, high, backcombed style to set and to comb out.	Illustrations of hairstyles from old editions of periodicals: Modern Beauty Shop, American Hairdresser
H. Principles of Design for Hairstyling The student should be able to:		
1. list the principles of design related to planning a hairstyle;	Review bases, direction, angles, and hair texture. Discuss length of hair and roller size and open and closed centre pin curls.	PRINCIPLES OF DESIGN 1. Individual stature 2. Facial bone structure 3. Shape of head 4. Hair density, texture, length 5. Hair growth pattern around the hairline

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. select appropriate rollers;	Discuss the effect created by the number of times hair is wound around the rollers, and the relationship of the roller size to the style to be achieved. Have the students experiment by using an incorrect roller size to set fine hair. Ask the students to view the results and explain why the set failed.	
3. identify the different facial types;	Describe the facial shapes.	TYPES OF FACIAL SHAPES 1. Oval 2. Square 3. Round 4. Triangle 5. Inverted Triangle 6. Oblong 7. Diamond
4. explain why an oval face is considered the most appropriate for hairstyling;	Discuss why the oval face is considered the perfect facial shape. Explain how to make other facial shapes appear to be oval.	
5. demonstrate styles to accent or diminish facial features.	Demonstrate how hairstyles can change the appearance of faces. Encourage the students to choose facial types and set the hair accordingly.	
I. Blowdrying and Iron Curling The student should be able to:		
1. identify the equipment and tools for styling hair;	Discuss the equipment for blowdrying and iron curling: hot combs, crimpers, heat rollers, and brushes.	Display of equipment for blowdrying and iron curling
2. explain the use of the equipment and tools;	Describe the advantages of the equipment and the tools for providing the services of blowdrying and iron curling.	Illustrations of equipment for blowdrying and iron curling
3. demonstrate the correct handling of the equipment;	Explain and demonstrate each piece of equipment. Emphasize the safety rules and precautions.	"Quick Service: Ladies," Aura International Design Course, publishing numbers 157-158, 159, 161, 167-168

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
4. explain the meaning of the terminology related to heat services.	Discuss the terminology and have the students define each word.	Word games Crossword puzzles
J. Hairstyling with Heat Implements The student should be able to:		
1. hold and operate a blow-dryer professionally;	Explain and demonstrate the procedure of operating a blowdryer.	BLOWDRYER: A device that is used to dry hair by means of a stream of hot or cool air that permits the operator to brush or comb the hair while the dryer is on
2. produce an acceptable hairstyle using a blow-dryer;	Demonstrate the techniques of volume, indentation, and creation of waves. Have the students practice making volume, indentation, and waves on a mannequin before attempting a complete hairstyle. Have the students prepare a series of hairstyles. Give the students patterns or encourage them to make patterns of hairstyles to complete.	How to Blow Style Professionally, Milady Publishing Corporation
3. demonstrate safety precautions when using a blowdryer;	Discuss and demonstrate safety precautions to follow while using a blowdryer. Mention the use of heat-protective lotions.	
4. list the uses of a hot comb;	Discuss the uses of the hot comb for hairstyling and relaxing overly curly hair.	Illustrations of the hot comb
5. demonstrate the technique of styling with a hot comb;	Describe and demonstrate the following techniques: making of volume, indentation curls, and waves. List the advantages and disadvantages of a hot comb.	
6. describe safety precautions when using a hot comb;	Discuss safety precautions to follow while using a hot comb.	
7. identify the uses of a curling iron;	Discuss and list the uses of the curling iron.	Illustrations of the use of the curling iron

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
8. describe safety precautions when using a curling iron;	Explain safety precautions to observe during the operation of a curling iron. Show the students how to hold, open, and close an iron before plugging it in.	
9. demonstrate the technique of using a curling iron;	Demonstrate the techniques of handling a curling iron. Describe and demonstrate the following techniques: making volume, indentation and spiral curls, and waves. Have the students demonstrate these techniques on a mannequin.	Curling Irons International, Milady Publishing Corporation
10. demonstrate the use of the crimper;	Discuss how and when the crimper is used. Demonstrate the use of the crimper. Encourage the students to create their own hair styles by using the crimper.	Illustrations of styles created by the crimper
11. describe safety precautions when using a crimper;	Explain safety precautions to follow during the use of the crimper.	
12. identify the uses of heat rollers;	Discuss and list the uses of heat rollers. List the advantages and disadvantages of heat rollers.	
13. demonstrate the techniques for using heat rollers;	Describe and demonstrate the techniques of using heat rollers for short and long hair. Give the students copies of patterns or have them create patterns to follow to style hair with heat rollers.	Patterns of hair styles
14. describe safety precautions when using heat rollers.	Discuss safety precautions to follow while using heat rollers.	
K. Maintenance of Heat Tools		
The student should be able to:		
1. describe general safety precautions when using heat tools;	Explain the safety precautions to follow while using all heat tools	SAFETY PRECAUTIONS FOR HEAT TOOLS 1. Do not touch water. 2. Do not allow tools to overheat. 3. Test all tools before using.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		4. Add moisture to heat rollers only when the basket is not plugged in. 5. Do not use dryer on high after a chemical service. 6. Examine cords for frayed ends.
2. demonstrate the use of all heat tools; 3. clean and store all heat tools properly.	Review the techniques for operating all heat tools safely. Demonstrate the proper cleaning of all tools. Show the students how to store the tools. Have the students clean and store tools.	

block iii: hairshaping and manicuring

General Objectives: To introduce the use of hairshaping implements and supplies to cut the hair to a desired style and to familiarize students with the implements and procedures for the different types of manicures.

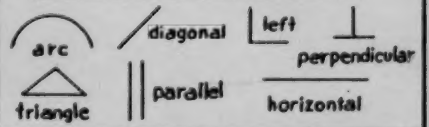
GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
III. HAIRSHAPING AND MANICURING		
A. Introduction to Haircutting		
The student should be able to:		
1. define haircutting terms;	Discuss and explain haircutting terms, and make the students aware of the different terms to describe the same technique: feather edging and shingling, tapering and feathering, blunt and club cutting, effiliating and slither cutting.	Crossword puzzles Word games
2. identify the parts of the razor;	List and discuss the parts of the razor.	PARTS OF THE RAZOR 1. Handle 2. Tang 3. Shank 4. Thumb grip 5. Pivot screw 6. Blade slot 7. Blade guard 8. Blade
3. hold the razor properly;	Demonstrate how to hold the razor, how to hold the razor to change the guard, how to hold the razor and the comb. Have the students practice these holding techniques.	
4. hold a razor and comb while cutting the hair;	Demonstrate how to hold a razor and a comb while using a cutting motion. Have the students practice holding a razor and a comb while cutting the hair. Show how to cut a wig and/or a weft. Have the students cut a wig, fall, and/or weft. Provide the students with a fingerwaving comb that has measurements on the back to allow the students to measure lengths. To give the students sufficient practice have them work on inexpensive wigs and hair wefts. Prepare wefts by saving any long hair and sewing or gluing it together.	
5. give a wet razor shaping;		WEFT: A machine-stitched or hand-woven strip of hair

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
6. describe and practice safety precautions when using the razor;	List and discuss safety precautions to follow while using a razor for cutting and shaping hair. Emphasize the importance of sterilizing the cutting tools.	SAFETY PRECAUTIONS FOR RAZORS 1. Hold implement in dominant hand. 2. Slip off safety guard with auxiliary hand. 3. Place teeth of safety guard perpendicular to inner side of blade. 4. Push out blade with safety guard. 5. Pick up new blade at tip with cutting edge on outer side. 6. Place blade into groove of razor. 7. Use end of safety guard to slide blade completely into groove. 8. Slide guard over blade with teeth side facing you. 9. Discard used blade.
7. name the parts of a pair of scissors;	Describe and identify the parts of a pair of scissors and discuss methods of caring for them.	PARTS OF A PAIR OF SCISSORS 1. Mobile blade 2. Still blade 3. Cutting edges 4. Tension screw 5. Shanks 6. Thumb ferrule 7. Finger ferrule 8. Tang
8. hold the scissors and the comb for cutting;	Instruct the students how to hold the scissors and the comb and how to shift the comb to guideline hand from scissor hand while cutting the hair. Provide left-handed students with left-handed scissors.	Haircutting, Aura International Design Course, publishing numbers 157-164, 166-168
9. give a blunt cut; 10. give a slither cut;	Demonstrate the holding of the hair for a blunt cut and a slither cut. Show the students how to do a blunt cut and a slither cut. Discuss and demonstrate the basic procedures for shaping	BASIC PROCEDURES FOR SHAPING HAIR WITH SCISSORS 1. Holding the scissors

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	the hair with scissors. Have the students practice these procedures. Point out that scissors are versatile tools because they can be used on wet and dry hair. Show the students that only the thumb moves when they use scissors correctly. Have the students place their scissors in the palm of the non-cutting hand to practice the cutting motion. Explain that only one blade should move, and, consequently the scissors should not jump up and down on the palm of the hand. Make the students aware that the actual cutting is done with the points or the first inch of the scissors. Have the students comb a mannequin to practice the correct holding of the scissors when sectioning and cutting. Have the students practice blunt cutting and effiliating.	2. "Palming" the scissors 3. Manipulating the scissors 4. Slithering with scissors 5. Shingling with scissors and comb EFFILIATING: Cutting the hair with a sliding movement of the scissors or razor to produce a tapered shape; slithering
11. identify the parts of the thinning shears;	Describe and identify the parts of the thinning shears.	PARTS OF THINNING SHEARS 1. Mobile blade 2. Still blade 3. Cutting blade 4. Taper blade 5. Tension screw 6. Shanks 7. Finger ferrule 8. Thumb ferrule 9. Blade close stops 10. Tang
12. demonstrate the method of holding thinning shears;	Instruct the students how to hold the thinning shears, and have the students practice this technique.	
13. demonstrate the way to use thinning shears;	Demonstrate on a wig or on a student with thick hair the way to use a thinning shear. Have the students practice on wigs, wefts, or one another. Check students as they thin wigs to make certain that they are not cutting too close to the scalp.	

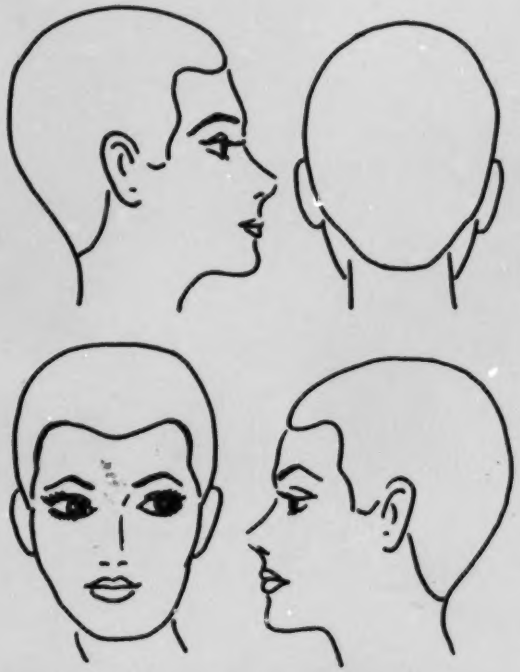
GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Remind the students to choose the correct shears for cutting hair before they begin cutting. Discuss and demonstrate using thinning shears for corrective work: getting rid of "steps" and thinning bangs.	
14. identify the parts of electric clippers;	Describe and identify the parts of the electric clippers.	Illustrations of electric clippers
15. demonstrate the use of electric clippers;	Demonstrate the following uses of the clippers: clipping hair at the neckline; clipping sideburns by turning the clipper over and using the clipper with the teeth pointed toward the skin; cutting an Afro. Discuss the various shapes of necklines. Have the students locate the natural hairline and sideburn lines and caution them about not cutting into natural hairlines. Show the students how to stretch the skin at the neck so they will not cut the patron. Have the students use mannequins which are no longer suitable for setting and drying to practice clipper and razor techniques. Show hand clippers to the students to indicate the advantages of electric clippers.	Barber from a hair-cutting salon to demonstrate tapering and electric clipper techniques
16. describe and practice safety precautions when using electric clippers.	List and discuss safety precautions to follow while using the electric clippers. Show the students how to oil the clippers.	
B. Cutting Techniques The student should be able to:		
1. demonstrate a blunt cut using razors and/or scissors;	Remind the students that blunt cuts are used mainly for blow dry hairstyles. Tell the students that fine hair should be cut blunt to give it the appearance of thicker hair. Using a weft or a wig, demonstrate holding the hair between the index and the middle finger. Point out that the middle finger should cross over the index finger in order to get a firm grip on the hair.	Basic Hairstyling (set of filmstrips and cassettes), Milady Publishing Corporation

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Have the students demonstrate a blunt cut. Introduce vertical, diagonal, and horizontal angles.	
2. demonstrate the correct holding of the comb for taper cutting;	Demonstrate and have the students practice how to hold the scissors and the comb.	METHOD OF HANDLING THE COMB 1. Pick up the comb with the left hand. 2. Place the fingers on top of the teeth and the thumb on the backbone of the comb. 3. Hold the comb parallel to the still blade of the scissors. 4. Move both the scissors and the comb slowly upward at the same time, while cutting with the scissors.
3. taper cut a wig or weft using scissors and/or razor;	Have the students practice taper cutting.	Standard Textbook of Professional Barber Styling, Milady Publishing Corporation A Scientific Approach to Sculpture, Aura International Hair Design Course
4. identify neckline types;	Identify and describe neckline types. Explain that hair growth patterns and hairlines vary at the neck. Have the students identify and compare these patterns by studying the necklines of classmates.	Illustrations of neckline types TYPES OF NECKLINES 1. Round 2. Pointed 3. Inverted 4. Square
5. demonstrate a neckline shaping;	Use a hair weft to demonstrate neckline cutting. Emphasize that scissors rather than a razor should be used for shingle cuts. Demonstrate how to cut the hair close to the tips of the fingers holding the hair. Explain that by arching the upper part of the fingers away	Bulletin board displays of different styles of neckline shapings

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	from the scalp while cutting the result will be a well-shaped shingle effect.	
6. practice safety precautions during neckline shaping;	Discuss the safety precautions to follow during a neckline shaping.	
7. identify the different types of bangs;	Describe the different types of bangs.	TYPES OF BANGS 1. Straight 2. Curly 3. Pixie 4. Side Illustrations of bangs in hairstyling books and periodicals
8. shape the following bangs: straight, curly, pixie, side.	Explain that shaping bangs is somewhat difficult and requires much practice on mannequins, wigs, and live models. Show the students how to shape bangs. Demonstrate how to use the eyebrows, the nose, and the bones of the face and head to measure the length of a bang. Show the students how hair "shrinks" when it dries. Make them aware of the need for extra length if the bangs are to be blown dry and ironed. Point out the importance of shaping bangs last when cutting the hair of children. Have the students give the reason for this sequence.	Illustrations of bangs in hairstyling books and periodicals
C. Angles and Elevations The student should be able to:		
1. draw and label the angles;	List and discuss the angles used during the shaping of hair. Have the students draw these angles on paper.	TYPES OF ANGLES FOR CUTTING 

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. cut a given angle;	Demonstrate on a mannequin where to use these angles when shaping hair. Show how to use a triangular section to shape bangs. Have the students cut these angles on their hair wefts.	
3. identify and draw the elevation angles;	Have the students identify and draw the elevation angles. Encourage the students to collect pictures of hairstyles and identify the elevation angles used in shaping the hair.	Illustrations of elevation angles
4. create the elevation angles on a mannequin by holding out the hair;	Demonstrate the creation of elevation angles.	
5. shape hair using the elevation angles.	Have the students cut their wefts and wigs using the demonstrated angles.	
D. Hair Sectioning		
The student should be able to:		
1. identify the use of sectioning clamps;	Demonstrate the use of sectioning clamps, mentioning their advantages and disadvantages.	Display of sectioning clamps
2. identify the bones of the head;	Use a transparency to show the bones of the head. Have the students feel the bones on their own heads and the heads of others. Ask the students to answer the questions: Are there any differences in size? In location? Demonstrate how the bones are used in determining cutting angles.	Transparency of bones of the head
3. recognize cowlicks and natural direction;	Show cowlicks and direction by combing wet hair.	
4. section for a hair-shaping;	Demonstrate hair sectioning patterns for short and long hair for classic cuts, such as bubble, page boy, A-line, and shag. Have the students section hair on mannequins and on the heads of other students.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Encourage the students to borrow hair cutting tools, sectioning clamps, and hairstyling books to practice hairshaping at home. When the students have completed a haircut have them check their work by answering a number of evaluative questions.	QUESTIONS TO EVALUATE A HAIRCUT 1. Did you section the hair? 2. Did you find cowlicks and/or natural direction? 3. Did you use angles/ elevation? 4. Did you find any problem areas? 5. Did the haircut look satisfactory?
E. Complete Basic Cut The student should be able to:	Demonstrate the complete basic cut. Use a mannequin so that all students can observe.	
1. drape the patron for a wet or dry hairshaping;		Posters
2. comb the hair to determine cowlicks and natural direction;	Explain that a live model is much better for showing hair growth patterns.	The Encyclopedia of Haircutting and Hair Magic, Milady Publishing Corporation
3. demonstrate sectioning of the head;	Discuss and review sectioning.	
4. demonstrate the importance of selecting and starting with a guideline;	Have the students use diagrams of heads to mark angles and elevations for the haircut.	Front, back, and side views of heads
5. measure for length;	Explain the method of measuring for evenness by referring to the symmetry of the entire cut. Point out that the basic cut is the most versatile of all haircuts. Demonstrate a one-length-style haircut by starting from the top of the head. Explain the importance of cleaning up the haircutting area after completing the cut.	De' Cut International Hair Design, The Marinello Haircutting Manual, Custom Cutting II, and A Step Beyond, Milady Publishing Corporation Hairstyling for Men, Barbers' Press Custom Cutting and Air Waving, Ponce College of Beauty

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
F. Nails and Nail Disorders The student should be able to: 1. describe the structure of the nail;	 Use a diagram to identify and describe the parts of the nail. Point out that even though nail shapes vary, there are only four nail forms. Have the students prepare and label diagrams of the four nail forms.	NAIL FORMS 1. Square 2. Round 3. Oval 4. Pointed

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. recognize nail disorders.	Explain that one of the main characteristics of nail disorders is inflammation of the skin surrounding the nail. Describe other common symptoms of nail disorders and emphasize that they should be treated by a doctor. Use transparencies and photographs to discuss disorders of the nail. Integrate pronunciation and spelling of related vocabulary.	
G. Plain Manicure The student should be able to:		
1. prepare the manicure table;	Describe and demonstrate how to set up a manicure table.	
2. identify the manicuring tools and cosmetics;	List on the chalkboard/transparency the tools and cosmetics for manicuring.	MANICURING TOOLS 1. Metal nail file 2. Emery board 3. Cuticle pusher 4. Cuticle nippers 5. Cuticle scissors 6. Emery pad 7. Manicuring sticks 8. Nail brush 9. Nail buffer 10. Spatula 11. Tweezers
3. explain the use of the tools;	Describe the use of each tool as it is placed on the manicure table. Explain the purpose of each of the cosmetics. Have the students test the pH of all manicuring cosmetics.	
4. demonstrate the correct procedures for a plain manicure.	Have the students set up a manicure table, arrange the tools and the cosmetics, and give a plain manicure to other students. Encourage the students to be nail and hand "watchers" to identify the following nail and hand characteristics: 1. Rough skin, torn cuticles, calloused palms, broken and dirty nails - usually indicate a hardworking person. 2. Long, slender nails - indicative of models or people who do not do manual labour.	MANICURING COSMETICS 1. Quaternary ammonium compounds 2. Alcohol 3. Enamel solvent 4. Cuticle solvent 5. Cuticle massage cream 6. Massage lubricants 7. Cuticle oil 8. Polishing powders and pastes 9. Nail whiteners

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	3. Split and peeling nails - may be caused by improper diet, use of harsh detergents and other cleaning fluids. 4. Cold hands may be caused by excessive smoking, anger, or fear. 5. Nail biting - indicative of nervousness. Point out that cosmetologists may have special nail problems: haircolor stains nails; bleaches and cold wave solutions makes them soft and sore.	10. Hydrogen peroxide 11. Fashion lacquers 12. Enamel dry agents 13. Enamel thinners 14. Alum solution 15. Nail fortier 16. Nail mender 17. Mending tissue 18. Nail lengthener
H. Special Manicures and Nail Repair The student should be able to:		
1. give an oil manicure;	Demonstrate a hot oil manicure for dry, brittle nails and to push back cuticle.	
2. manicure the nails of a man;	Explain that the procedure for manicuring a man's nails is similar to the procedure used for manicuring the nails of a woman, with the exception of the following: the exclusion of nail polish and the use of a conservative shape. Encourage the students to perfect the art of manicuring by practicing on all members of the family.	Catalogue No. 13-1.15, Milady Publishing Corporation. This catalogue lists 35 mm slides about the complete manicure.
3. repair a nail.	Demonstrate and explain the application of glue and nail mend paper. Once the students become adept at manicuring, ask them to create designs on nails with colored polishes.	Manicurist from a beauty salon to demonstrate manicuring, nail repair, and the application of artificial nails
I. Hand and Arm Massage The student should be able to:		
1. identify the bones of the arm and the hand;	Identify the bones, the nerves, and the arteries of the arm and the hand by pointing them out on diagrams.	Diagram and/or model illustrating the location of the bones, nerves, and arteries

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. list the nerves of the arm and the hand;		
3. locate the arteries of the arm and the hand;	Have the students locate and name the bones, the nerves, and the arteries of the arm and the hand.	
4. explain the benefits of a massage;	List and stress the benefits of a massage.	BENEFITS OF A MASSAGE 1. Increases circulation 2. Tones muscles 3. Relaxes the individual
5. give a hand and arm massage;	Prepare a manicure table and place the requisite supplies on the table. Demonstrate the procedures for a hand and an arm massage, using each student as a model to acquaint the student with the pressure for the massage. Have the students practice arm and hand massages.	
6. explain the safety precautions for manicuring and massaging;	Explain and demonstrate safety precautions for a manicure and a massage. Have the students follow safety procedures during a manicure and a massage.	SAFETY PRECAUTIONS 1. Mention the danger of hot oil. 2. Wipe hands before picking up cosmetics. 3. Avoid pinching skin during a massage. 4. Use a spatula to remove all creams.
7. demonstrate the safety precautions.		

block iv: facials

General Objectives: To acquaint the students with the bones and the muscles of the facial area, the procedures for giving facials, the methods of caring for eyebrows and eyelashes, and the use and application of cosmetics.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
IV. FACIALS		
A. Bones and Muscles of the Facial Area		
The student should be able to:		
1. identify the bones of the head, face, and neck;	Familiarize the students with the bones and muscles of the facial area. Refer to diagrams, charts, and models to identify the bones of the head, face, and neck. Have the students draw and label the bones of the head, face, and neck.	Diagrams, charts, models References and materials from the Biology Department
2. locate the bones of the facial area;	Have the students feel the bones of their facial areas.	
3. identify the muscles of the mouth;	Use water-soluble markers to draw the mouth muscles on the face of a mannequin.	
4. locate the muscles of the mouth;	Have the students prepare and label diagrams of the muscles of the mouth.	References and materials from the Physical Education Department
5. list the muscles of the eyelids, the eyebrows, and the nose;	Use overlay transparencies to identify the eye and nose muscles and to acquaint the students with the related vocabulary.	Transparencies and overlays
6. explain how this knowledge will assist with facial cosmetology.	Have the students collect information from cosmetology textbooks.	Textbooks
B. Nerves of the Head, Face, and Neck	Use lectures and demonstrations to discuss and to classify nerves	<u>CLASSIFICATION OF NERVES</u> 1. Sensory 2. Motor
The student should be able to:		
1. locate the trigeminal nerve;	Show the students the location of the trigeminal nerve.	
2. identify the divisions of the trigeminal nerve;	Point out and classify the divisions of the trigeminal nerve. Discuss the functions of each of the divisions of the trigeminal nerve.	<u>DIVISIONS OF THE TRIGEMINAL NERVE</u> 1. Ophthalmic 2. Maxillary 3. Mandibular

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
3. locate the seventh cranial nerve;	Have the students refer to illustrations to locate the seventh cranial nerve.	
4. identify the divisions of the seventh cranial nerve;	Discuss and identify the divisions of the seventh cranial nerve. Have the students use colored water-soluble pencils to draw the facial nerve on mannequins. Discuss the functions of each of the divisions of the facial nerve.	Transparencies with overlays DIVISIONS OF FACIAL NERVE 1. Posterior auricular 2. Temporal 3. Zygomatic 4. Buccal 5. Mandibular 6. Cervical
5. identify the eleventh cranial nerve and its two branches;	Draw the eleventh cranial nerve on a mannequin or an overhead transparency.	Transparencies with overlays
6. locate the eleventh cranial nerve and its two branches;	Use overlay transparencies to point out and to classify the branches of the eleventh cranial nerve. Discuss the functions of the eleventh cranial nerve.	DIVISIONS OF THE ELEVENTH CRANIAL NERVE 1. Accessory 2. Spinal
7. identify the cervical nerves;	Draw the cervical nerves on a mannequin.	CERVICAL NERVE: A division of the seventh cranial nerve. It is a motor nerve which acts on the muscle on the side of the neck
8. locate the cervical nerves.	Have the students use colored pencils or crayons to indicate the nerves on a handout.	
C. Motor Points of the Nerves The student should be able to:		
1. list the motor points;	Review the nerves, their locations, and their functions. Discuss and explain the importance of motor points.	MOTOR POINT: A place where a motor nerve is close enough to the skin to be stimulated
2. locate the motor points.	Have the students locate the motor points on their own faces. Explain the uses of the motor points.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
D. Facial Massage Manipulations The student should be able to:		
1. describe massage manipulations;	List the following manipulations on the chalkboard/overhead/chart and describe them: effleurage, petrissage, friction, tapotement.	EFFLEURAGE: A soothing gentle movement in massage PETRISSAGE: A light or heavy kneading of the muscles FRICTION: The resistance of the relative motion of two objects in contact TAPOTEMENT: A massage movement that involves tapping the skin with the hand or flexed fingers
2. explain the benefits of massage manipulations;	Explain the benefits and the effects of massage on the skin, blood circulation, muscles, and nerves.	
3. demonstrate facial manipulations.	Point out that facials do not produce extreme results. Identify the areas on the face where each manipulation is most beneficial. Explain the use of the facial steamer and a vibrator. Demonstrate a facial massage. Have the students practice on mannequins and on each other.	Mannequins
E. Theory of Skin Conditions The student should be able to:		
1. identify skin types;	Discuss methods of skin analysis and explain how to analyse the skin. Have the students examine their own faces and the faces of classmates to identify skin types. Explain how diet may affect skin and list foods that are beneficial for the skin.	SKIN TYPES 1. Normal 2. Dry 3. Oily 4. Blackhead 5. Acne 6. Aging

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. describe cleansing creams.	Identify and discuss cleansing creams for the different skin types. Ask the school nurse to help the students with skin conditions. Ask an esthetician to visit the class and give a demonstration.	Periodicals with articles on skin analysis: McCall's, Redbook, Good Housekeeping Instructional aids from the school nurse and the Home Economics Department
F. Peel-Off and Rinse-Off Masks The student should be able to:		
1. list supplies and equipment for peel-off masks;	Review skin analysis. Have the students prepare a list of supplies and equipment required for peel-off masks.	A Year of Beauty, Simon and Schuster
2. give a facial using a peel-off mask;	Stress sanitary procedures, especially the importance of washing hands prior to doing this service. Demonstrate how to mix a mask with a spatula. Have the students set up a facial table and drape the model. Using a brush, demonstrate the application of the mask. Show the correct method for removing the mask. Have the students give peel-off facial masks to other students.	Here's Egg on Your Face (or How to Make Your Own Cosmetics), Pocket Book Publishers BENEFITS OF PACKS AND MASKS 1. Increases the firmness of the skin for a few hours 2. Increases the circulation of the blood in the areas covered 3. Absorbs and removes unwanted surface oil 4. Removes surface dirt 5. Removes skin debris 6. Softens and smoothes skin 7. Helps to relax the individual 8. Refreshes the individual
3. list supplies and equipment for rinse-off masks;	Have the students prepare a list of supplies and equipment.	
4. give a facial using a rinse-off mask.	Stress the need for sanitary procedures. Demonstrate the mixing, the application, and the removal of a rinse-off mask. Have the students follow the same procedures. Point out that the terms mask and pack are interchangeable.	RECIPE FOR A COMMON MASK 1 pkg. of yeast mixed with 2 oz. of witch hazel. Stir, apply to the face, let dry, and remove

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Have the students refer to books on skin care to locate recipes for facial masks.	
G. Facials for Special Skin Conditions The student should be able to:		
1. list supplies and equipment for dry skin facials;	Have the students prepare a list of supplies and equipment for dry skin facials.	SUPPLIES FOR DRY AND OILY SKIN FACIALS 1. Head drape 2. Disposable neck strips 3. Body drape 4. Spatula 5. Cotton pledgets 6. Cotton balls 7. Wet sanitizer 8. Steam towels 9. Cleansing cream 10. Astringent 11. Boric acid solution 12. Tissues 13. Clay pack
2. give a facial for dry skin;	Stress skin analysis and sanitation. Apply cream or talcum powder prior to giving the facial to allow the fingers to glide smoothly. Have the students give facials. Even though this is a repeat lesson, add new information during each lesson to increase the students' knowledge and to give the students an opportunity to increase their skill.	
3. list supplies and equipment for oily skin facials;	Have the students list supplies and equipment for oily skin facials.	
4. give a facial for oily skin;	Discuss condone extraction. Mention the use of medicated soaps, the importance of sanitation, and the use of a facial steamer prior to condone treatment. Describe the general differences between dry skin and oily skin treatments. Have the students practice on one another.	CONDONE: Blackhead; a constricted mass or plug of sebrun with a darkened top
	Invite a dermatologist and/or the school nurse to assist with instruction and to provide instructional materials.	SUGGESTIONS FOR PREPARING MASKS 1. Mask for Dry Skin Break up a banana, blend

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Have the students make their own masks from household produce/products. Encourage the students to research for recipes for masks and to prepare a recipe booklet.	with one tablespoon of honey. Pat on, let dry, rinse off. 2. Mask for Oily Skin Blend a large tomato or cucumber in a blender. Pat on, let dry, rinse off. 3. Mask for Normal Skin Blend two egg yolks with two tablespoons of honey. Pat on, let dry, rinse off.
5. list supplies and equipment for facials to treat acne;	Prepare materials and a model for a demonstration. Have the supplies on hand and explain the use of each as it is demonstrated.	
6. give a facial for skin with acne;	Describe the type of treatment the cosmetologist can administer for acne. Emphasize that a doctor should treat serious acne.	
7. identify safety precautions for facials;	Stress safety in each lesson on facials.	SOME SAFETY PROCEDURES 1. Use spatulas to remove cream. 2. Sterilize condone extracts. 3. Keep jars covered. 4. Wash hands.
8. explain the benefits of safety.		
H. Eyebrows The student should be able to:		
1. describe the different eyebrow styles;	Refer to pictures during the discussion of the role of eyebrow styles. Discuss eyebrow styles in relation to facial types. Have the students examine their eyebrow styles. Encourage the students to examine pictorial history books to observe changes in eyebrow styles.	Illustrations of eyebrow styles

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. use an eyebrow pencil to outline eyebrows;	Stress the importance of using eyebrow pencils that are sharp and match the color of the hair. Draw an eyebrow on the chalkboard/transparency and show how to measure the brows correctly. Have the students practice shaping eyebrows on mannequins and on paper diagrams of faces.	The Art of Looking Younger, Dell Publishers Lesson Plans for the Standard Textbook for Professional Estheticians, Milady Publishing Corporation
3. use correct procedures for arching eyebrows;	Review eyebrow styles, facial styles, and measuring eyebrows. Prepare a model, demonstrating the use of eye pads, honey, wax, and tweezers for arching eyebrows. Invite a technician to visit the class to demonstrate use of honey, waxing, and electrolysis. Arrange class visits to the salon of a technician. Emphasize the necessity of practice and patience. Have students practice eyebrow arching on one another.	SUPPLIES FOR EYEBROW ARCHING 1. Wet sanitizer containing 70% alcohol or other approved germicides 2. Tweezers 3. Cotton 4. Eyebrow pencils 5. Astrigent 6. Boric acid solution 7. Eyebrow brush 8. Towels 9. Disposable neck strip
4. list all safety measures related to arching eyebrows.	Encourage students to work carefully around the eyes, take their time, and pay close attention to their work. Stress neatness, cleanliness, and other safety precautions.	SAFETY PRECAUTIONS FOR EYEBROW ARCHING 1. Read the labels on bottles. 2. Do not put alcohol or astrigent on eye pads. 3. Tweeze one hair at a time. 4. Do not catch the skin between the tweezers. 5. Do not allow tweezed hairs to fall into the eyes.
I. False Eyelashes The student should be able to:		
1. identify the different kinds of false eyelashes;	Explain the different kinds of eyelashes, the materials from which they are made, and their advantages and disadvantages.	BASIC TYPES OF FALSE EYELASHES 1. Strip eyelashes 2. Individual eyelashes

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. explain the procedures for applying the different types of false eyelashes;	Review the types of false eyelashes.	Illustrations of the different styles of false eyelashes
3. demonstrate the application of all types of false eyelashes.	Emphasize the safety precautions to observe when applying false eyelashes. Following the demonstration, have the students apply strip and individual eyelashes.	
J. Cosmetics, Implements, and Application Techniques		
The student should be able to:	Have the students research the history of cosmetics and prepare a paper.	
1. identify basic facial cosmetics;	List and describe the basic cosmatics used and have the students test the pH of each.	
2. explain how to choose an appropriate foundation;	Discuss the color system and the methods of application for daytime, evening, trend, high fashion, and theatrical makeup.	
3. classify facial types;	List and discuss the seven basic facial shapes. Point out that some faces may be a combination of some of the basic facial types. Prepare handouts of illustrations of faces. Have the students measure horizontal and vertical divisions of the different types of faces. Have the students use the following procedures with outside calipers borrowed from drafting, automotive, welding, or metal shops, to measure the face: 1. Measure the head at three points. 2. Connect the lines on paper. Explain that the two sides of the face may have different sizes and shapes.	BASIC FACIAL TYPES 1. Oval 2. Square 3. Round 4. Triangle (Pear) 5. Diamond 6. Inverted Triangle (Heart) 7. Oblong MEASURING WITH CALIPERS This is a good way to determine facial types and to obtain a fairly accurate measure.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		DETERMINING THE DIFFERENCE IN TWO SIDES OF THE FACE Photograph some student faces. Put the right sides and the left sides of one person's face together and note the differences.
4. list the implements required for makeup applications;	Identify and discuss all implements, with special references to brushes and sponges.	Display and illustrations of makeup implements
5. explain the uses of the implements in the application process;	Describe the uses of all implements.	
6. describe the techniques of applying cosmetics;	Review facial types, reminding students that the oval face is considered to be the ideal shape. Describe the correct techniques for applying makeup. Explain corrective makeup techniques in relation to the rule, "Lights in the valley, shadows on the hill."	
7. demonstrate the application of cosmetics.	Drape a model, determine the facial type, and demonstrate the application of cosmetics for daytime, evening, trend, theatrical, and correction makeup. Include several different facial types and features during the demonstration on corrective techniques. Have the students apply cosmetics to partners. Assign a term paper on cosmetics for a specific historical period. Point out that the eighteenth century is a particularly interesting era for study in this regard.	Films, filmstrips, and slides on facial makeup are available from Milady Publishing Corporation Stage Makeup, Meridith Corporation References from school, local, and Department of Education library

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
K. Facial Features and the Selection of Hairstyles		
The student should be able to:	Explain the relationship between facial and head features and the selection of hairstyles. Make the students aware of the concept of "total look" in cosmetology: coordination of hair, eyes, and clothing.	Bulletin board display of pictures and photographs showing the "total look"
1. describe the ideal facial shape;	Discuss the ideal facial shape in relation to head features and their influence on the selection of a hairstyle.	Illustrations of facial shapes and hairstyles
2. explain the relationship between hairstyles and the ideal facial shape;	Review all facial shapes and discuss ways to create an optical illusion for them through hairstyles.	
3. identify the main divisions of the face;	Explain the main divisions of the face and the relationship of these divisions to facial shapes and to hairstyles.	MAIN DIVISIONS OF THE FACE 1. Across the forehead from hairline to hairline 2. From cheekbone to cheekbone 3. Across the chin line at the hinge of the jaws
4. describe facial profiles.	Identify and describe facial profiles. Explain that profiles are the outline shape of the forehead, nose, chin, and areas of the face from a side view. Point out that facial profiles have a limited influence on the selection of hairstyles. Encourage the students to draw profiles of other students and to label the profiles as straight, concave, index.	TYPES OF PROFILES 1. Straight: evenly formed shape in which no area of the face is particularly noticeable 2. Concave: shape in which the forehead and the chin area protrude beyond the nose area 3. Convex: shape in which the nose area dominates beyond the forehead and chin areas
L. Portfolio of Basic Hairstyles	Have the students begin the preparation of a portfolio of hairstyles by arranging and classifying diagrams of hairstyles, photographs	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	and pictures of hairstyles from trade journals, periodicals, and newsletters. The preparation of a portfolio should be an ongoing project.	
The student should be able to:		
1. demonstrate a fingerwave, sculpture curls, roller placement, and comb out techniques;	Review basic hairstyles and have the students complete each step satisfactorily on live models. Demonstrate backcombing, backbrushing, and full volume and corrective work. Have the students practice hair-teasing techniques.	"The Scientific Approach to Hair Design," Aura International Hair Design Course BACKCOMBING: Combing the short hair toward the scalp while holding the hair strand in vertical position BACKBRUSHING: Brushing the short hair toward the scalp while holding the hair strand in vertical position
2. prepare wet sets according to selected patterns;	Begin the lesson on wet sets by demonstrating simple styles. Proceed from simple to complex styles, including those used in present-day salons. During the demonstration of the wet sets, explain the reasons for using various techniques and a variety of sculpture curls and rollers. Use transparencies to explain the placement of pins and rollers. Use diagrams of head forms and have the students draw in the placement of rollers and pins. Give the students pictures of hairstyles and have them draw a set on a diagram of a head form. Have them follow the pattern by setting a mannequin. Check the diagram and the set. Encourage the students to attempt an old-fashioned hairstyle. Refer to copies of old periodicals to obtain information on early hairstyling patterns of the 1950's and for long hair.	Transparencies of wet sets Diagrams of head forms Back to Basics, Encyclopedia of Haircutting, Van Dean Supplement, Milady Publishing Corporation Fashions in Hair, Hastings House The Techniques of Hairdressing, William Heinemann

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
4. blow dry styles according to selected patterns.	Review the techniques of blow drying. Demonstrate and explain the correct techniques of blow drying. Encourage the students to practice professional blow drying techniques.	
M. Long Hair Techniques The student should be able to:		
1. set and comb out styles following a series of patterns;	Diagram wet and dry setting for long hair on chalkboard and/or transparency. Demonstrate procedures for wet and dry setting long hair. Emphasize that styling long hair is an art that involves much practice and patience. Have the students set, comb out, and blow dry several long hair styles.	"Long Hair Creative Hair Designing," Aura International Hair Design Course, publishing numbers 160-170
2. reproduce styles following patterns for twists, braids, and weaving.	Explain that the techniques for twists, braids, and weaving are not new. Emphasize the use of variety to overcome the laborious procedures in braiding and weaving. Use traditional styles related to different ethnic backgrounds. Have the students study some of the older long hair styles: beehive, French roll, French braiding, and backcombing hair. Locate photographs of extreme, long hair styles. Ask supply dealers for a list of past trophy winners to contact for photographs.	Bulletin board displays of long hair styles from different ethnic backgrounds "The Systematic Approach to Long Hair Graphics," Aura International Hair Design Course "Hair Braiding Plaits," Aura International Hair Design Course, publishing numbers 162-163 "Roping," Aura International Hair Design Course, publishing number 163

block v: wigs and hairpieces

General Objectives: To classify and service a variety of wigs and hairpieces.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
V. WIGS AND HAIRPIECES A. Classification and Service of Wigs and Hairpieces The student should be able to:		
1. describe the types of wigs and hairpieces;	Show and describe the types of wigs and hairpieces in the school beauty salon. Arrange a visit to a theatre centre to determine how wigs and hairpieces are used. Have the students write a history of wigs and hairpieces.	Display of Wigs and hairpieces TYPES OF HAIRPIECES 1. Wiglet 2. Cascade 3. Fall 4. Demiwig 5. Switch
2. classify wigs and hairpieces;	Discuss the following classifications of wigs and hairpieces: human hair, synthetic. Explain the tests to determine if wigs and hairpieces are manufactured from human hair or synthetic material. Point out that during the rubbing test, the synthetic hair will remain stationary and the human hair will go up and down. Explain that the cuticle on the human hair causes the movement of the hair between the thumb and the index finger.	TESTS TO DETERMINE CONTENT OF WIGS AND HAIRPIECES 1. Burning strands 2. Rubbing a single strand between thumb and index finger
3. describe the manufacturing process for wigs and hairpieces;	Explain and have the students prepare a report on the manufacturing process.	CONSTRUCTION OF WIGS AND HAIRPIECES 1. Machine-wefted 2. Hand-tied or ventilated 3. Semi-handmade
4. demonstrate the methods of cleaning wigs and hairpieces;	Demonstrate the methods of cleaning human hair and synthetic wigs and hairpieces. Have the students practice cleaning and using a variety of cleaning materials. Stress safety precautions related to chemicals and flammable materials. Show the students how to block and pin to avoid shrinking and stretching wigs.	Diagrams of pinning and blocking wigs

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. describe methods of coloring wigs and hairpieces;	Describe the methods of coloring by discussing the following: manufacturer's process, variety and types of colors, risk and results.	CLASSIFICATION OF COLORS FOR WIGS AND HAIRPIECES 1. Temporary color 2. Semipermanent color 3. Permanent color
6. demonstrate the techniques for coloring;	Demonstrate and have the students practice coloring techniques. Explain the importance of and the procedure for conditioning wigs.	
7. list the safety precautions during coloring;	Emphasize the need for following the recommendations of the manufacturer.	
8. cut a wig/hairpiece; 9. style a wig/hairpiece.	Demonstrate the cutting and styling of wigs and hairpieces. Have the students cut and style wigs and hairpieces. Stress the bricklaying method and the use of T-pins for a wet set. Have the students practice a variety of styles. Explain procedures for spraying and removing hair spray. Encourage the students to study pictures of people wearing wigs and hairpieces. Have the students describe the styles and explain the methods of achieving them. Organize a contest to give students an opportunity to create older styles using hairpieces. Encourage the students to practice and to assess the results of the following on old wigs and hairpieces made from human hair and synthetic materials: application of various colors, lightening hair, and chemical waving.	The Complete Guide to Wigs and Hairpieces, Grosset and Dunlap PROCEDURE FOR REMOVAL OF HAIR SPRAY Immerse wig or hairpiece in a solution consisting of the following: 125 ml (1/2 cup) of liquid detergent, 125 ml (1/2 cup) of alcohol, 500 ml (2 cups) of hot water, Leave wig in the solution 10 to 15 minutes.
B. Measurement for and Alteration of Wigs The student should be able to:		
1. measure a head for a wig;	Demonstrate the procedure of measuring a head for a wig.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. demonstrate procedures for altering a wig.	Describe and show the procedures for making horizontal and vertical tucks and darts to alter wigs. Have the students practice measuring and altering. Give the students a wig that is too large. Have them measure a head, record the measurements, alter the wig, and check the fit. Arrange a visit to a wig salon.	Illustrations of measuring and altering techniques

block vi: cold waving

General Objectives: To use chemicals, supplies, and equipment to give a permanent and to change the structure of the hair.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
VI. COLD WAVING		
A. Introduction to Permanent and Cold Waves		
The student should be able to:		
1. trace the history of permanents and cold waves;	Describe the three methods of giving permanents and list the advantages of cold waving. Have the students prepare an illustrated report on the history of permanents.	Books about the history of hairstyling
	Compare the old permanent wave machine to the uniperm machine.	Pictures of early machines for permanent waving
2. recognize the differences between a permanent and a cold wave.	Discuss and list the differences between a permanent and a cold wave.	
B. Analysis of Hair and Selection of Lotion and Rods		
The student should be able to:		
1. analyze hair;	Describe the relationship between hair density, elasticity, porosity, and texture. Review elasticity tests.	DENSITY: The number of hairs per square inch on the scalp
	Have the students determine the porosity of hair by placing strands of lightened hair and normal hair in a dish of water. The lightened hair will sink first because it is more porous.	ELASTICITY: The ability of hair to stretch beyond its normal length and to spring back
	Explain the importance of hair analysis prior to choosing chemicals and lotions for cold waves.	POROSITY: The ability of hair to absorb moisture
		TEXTURE: The general quality and feel of hair; the coarseness and fineness
2. explain the strengths of waving lotions;	Discuss the strengths and advantages/disadvantages of different types of waving lotions. Explain the importance of this information to a cosmetologist.	Display of waving lotions

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
3. classify the lotions in relation to type of hair;	Explain how cold wave chemicals work on different hair types, such as virgin, tinted, and lightened. Have the students save hair when cutting to provide samples for testing the reaction of lotions on different types of hair.	
4. identify the types of rods;	Identify and discuss the types of cold wave rods appropriate for the different types and conditions of hair. Describe the properties of cold wave rods.	Display of cold wave rods PROPERTIES OF COLD WAVE RODS 1. Shape: concave, round, oval 2. Material: plastic, nylon, wood 3. Size: long, short
5. explain the relationship between the size of rods and the amount of curl.	Point out that the diameter and the number of rods determines the amount of curl in the hair. Discuss the following general rules: to produce a wave, rotate the hair 1 1/2 to 2 1/2 turns; a medium curl, 2 1/2 to 3 turns; a firm curl, 4 turns or more. Have the students identify the sizes and the number of rods to use for various types of hair styles.	
C. Blocking and Sectioning The student should be able to:		
1. identify the different blocking patterns;	Discuss and diagram the different blocking patterns. Explain that the size of the head determines the blocking pattern.	BLOCKING: Separating the hair into major divisions
2. block hair according to accepted patterns;	Demonstrate blocking patterns. Have the students practice blockings on different mannequins and on one another.	Hair Analyst Handbook Tips and Techniques on Cold Waving, Realistic Company
3. section hair in preparation for rods.	Identify and describe basic sectioning patterns. Explain that a regular section should be slightly less than the length of but the same diameter as the rod. Point out that for a uniperm, the base of the section will be larger than the diameter of the rod.	SECTIONING: Dividing the hair into separate parts in preparation for hairshaping and hairstyling

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Demonstrate and have the students practice sectioning on a mannequin.	BASIC SECTIONING PATTERNS 1. Single halo 2. Double halo 3. Straight back 4. Dropped crown
D. Wrapping The student should be able to:		
1. block and section for a single flat wrap;	Demonstrate and have the students practice blocking and sectioning techniques for a single flat wrap.	WRAPPING: The procedure by which the hair is wound around the rod and toward the scalp SINGLE FLAT WRAP: The process of using a single end paper placed lengthwise on top of the hair strand when wrapping a permanent
2. demonstrate winding for a single flat wrap;	Demonstrate winding technique for a single flat wrap. Use either a fingerwave or a rattail comb during the demonstration. Discuss the advantages of the single flat wrap. Have the students use a mannequin and water to practice winding single flat wraps.	ADVANTAGES OF SINGLE FLAT WRAP 1. Elimination of pinching 2. Most efficient, quickest, and neatest method of wrapping
3. block and section for a double flat wrap;	Demonstrate blocking and sectioning techniques for a double flat wrap.	DOUBLE FLAT WRAP: The process of placing one end paper underneath the hair strand and the other paper on top of the strand before wrapping a permanent
4. demonstrate winding for a double flat wrap;	Demonstrate the winding technique for a double flat wrap. Explain that a double flat wrap protects dry ends and fine hair. Have the students use mannequins and water to practice winding a double flat wrap.	
5. block end section for a book end wrap;	Demonstrate and have the students practice blocking and sectioning techniques for a book end wrap.	BOOK END WRAP: The process of folding an end paper over a strand of hair just as an object would be placed in a book

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
6. demonstrate winding for a book end wrap.	Demonstrate winding technique for a book end wrap. Explain that a book end wrap is the most frequently used wrap. Identify and discuss the following problems related to the book end wrap: pinching, gathering hair off centre on the paper, and folding the paper incorrectly. Demonstrate all methods of wrapping horizontally, vertically, and diagonally. Have the students use mannequins and water to practice a book end wrap.	PROJECT TO TEACH STUDENTS ABOUT ROD SIZES AND LOTION STRENGTHS 1. Following mastery of wrapping methods have the students wrap hair with different sizes of rods and check the results. 2. Have the students prepare swatches with hair saved from haircutting. Instruct them to wind different types and colors of hair swatches with water and then with lotions appropriate for different types of swatches. 3. Have the students place examples of swatches in their portfolios.
E. Processing and Neutralizing The student should be able to: 1. analyze the hair; 2. choose the processing lotion; 3. block, section, and wind up the hair; 4. apply the wave lotion;	Demonstrate the complete cold wave on a live model. Review hair analysis, blocking, sectioning, wrapping, and selecting lotion. Apply lotion to the hair. Mention the importance of checking neck towels and cotton for saturation by lotion. Discuss the danger of cold wave burns. Remove saturated cotton and neck towel. Replace towel. Use a processing cup to catch dripping lotion and to prevent the towel from becoming saturated. Immediately test the curl in one rod at the nape. Explain that the temperature of the patron's body and the room may affect the curl. Check the hair for the well-defined S-curl formation with the depth equal to the rod diameter.	Anatomy of a Permanent Wave, Prompt Service Press

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. read the test curl;		
6. apply the neutralizer;	Demonstrate neutralizing methods: instant, splash, self-neutralizing. Use a run-off cape to catch neutralizer. Introduce the use of conditioners in conjunction with the neutralizer.	
7. demonstrate safety precautions.	Discuss and demonstrate safety precautions. Have the students practice cold waving on a model.	
F. Specialty Cold Waves		
The student should be able to:		
1. wrap long hair: a) prepare the patron; b) demonstrate blocking, sectioning, and wrapping of long hair;	Discuss and demonstrate the techniques of cold waving for different long hair styles. Have the students practice all techniques on mannequins. Encourage the students to practice water permanents. During the practice sessions, change the assignment to include different sectioning patterns and methods of using end papers.	LONG HAIR STYLES 1. Piggyback 2. Dropped Crown 3. Ponytail 4. Stacked 5. Spiral
2. wrap tinted hair: a) analyze hair for tinting;	Review hair analysis. Classify tinted hair.	
b) choose a processing solution;	Classify processing solutions. Explain that some porous and fine hair may require a mild processing solution. Use tinted hair swatches to view the results of processing. Have the students gain experience with the following: tinted hair, six-week or cocktail rinse, fine hair, overporous hair.	Tinted hair swatches
c) recognize the need for a conditioner;	Explain the purpose of conditioning. Discuss the different types of conditioners.	
d) demonstrate the wrapping procedures for tinted hair;	Demonstrate the wrapping and saturation of tinted hair. Have the students practice on mannequins, tinted hair swatches, and models.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
3. wrap lightened hair: a) analyze the hair for lightening;	Analyze hair. Make the students aware that lightened hair is overporous. Discuss the ways by which hair may be lightened.	WAYS BY WHICH HAIR MAY BE LIGHTENED 1. Sun 2. Some shampoos 3. Tints 4. Streaking 5. Frosting 6. Tipping
b) choose a processing shampoo;	Explain the need for using extreme caution in the choice of a processing solution. Demonstrate the use of incorrect processing solution on bleached hair to acquaint the students with the dangers in working with lightened hair.	
c) recognize the need for a conditioner;	Classify and select conditioners.	
d) demonstrate the wrapping procedure;	Demonstrate wrapping and saturation techniques for the various types of lightened hair.	
4. describe a body wave;	Discuss a body wave. Acquaint the students with the new terms related to cold waving. Point out that patrons often use misleading terms to describe cold waves. Stress the importance of communication to determine the needs of the patron.	TERMS RELATED TO COLD WAVING 1. Body wave 2. Support wave 3. Texture wave 4. Conditioning wave 5. Styling wave 6. Moisturizing wave 7. Wash and wear
5. give a body wave;	Demonstrate and have the students give a body wave.	
6. describe pick-up curls;	Discuss pick-up curls and explain the reasons for them.	REASONS FOR PICK-UP CURLS 1. To curl hair at the nape of the neck after a haircut 2. To strengthen the curl in the nape area

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
7. demonstrate the techniques for pick-up curls;	Show students how to give pick-up curls. (Students do not require specific practice on pick-up curls.)	
8. give a cold wave to a male;	Demonstrate on a live model. Discuss haircut techniques and the solutions required.	Illustrations of cold wave styles for men
9. explain the difference between an alkaline and a thio permanent;	Discuss the difference between alkaline and thio permanents.	Illustrations of heat-activated permanents
10. give a heat-activated permanent.	Review test curls. Have the students practice on hair swatches. If equipment for special types of permanents is not available, ask a technician or a sales representative to demonstrate these types.	
G. Unsatisfactory Results in Permanent Waving The student should be able to:		
1. explain reasons for unsatisfactory waves;	Discuss reasons for unsatisfactory results.	REASONS FOR UNSATISFACTORY RESULTS 1. Hair requiring conditioning 2. Under- and over-processed hair 3. Metallic dyes 4. Long hair 5. Poor winding 6. Incorrect saturation 7. Improper neutralization 8. Incorrect blocking and sectioning
2. recognize unsatisfactorily waved hair.		

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
H. Record and Home Maintenance Cards		
The student should be able to:		
1. list reasons for record cards;	Discuss and have the students list reasons for using and filing record cards.	RECORD CARD: A card that contains all pertinent information about the patron, including name, address, a telephone number, a record of all services and products used, hair condition at the time of each service, etc.
2. fill out and file a record card;	Demonstrate on a transparency how to fill out a card. Have the student complete and file a record card. Explain how to use the record card when the patron visits the beauty salon.	
3. explain the purpose of maintenance cards.	Have the students identify information on maintenance cards entitled, How to Care for Your New Permanent Wave.	Bulletin board display of maintenance cards
I. Review of Safety Precautions in Permanent Waving		
The student should be able to:		
1. list and explain the safety precautions for permanent waving;	Stress the importance of safety in every aspect of cosmetology. Discuss safety precautions for procedures in permanent waving.	SAFETY PRECAUTIONS FOR PERMANENT WAVE PROCEDURES 1. Wear gloves to protect abrasions and cuts on hands. 2. Follow directions of the manufacturer of products. 3. Use absorbent cotton. 4. Change towels and cotton. 5. Blot excessive lotion of scalp. 6. Apply processing lotion and neutralizer carefully.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. demonstrate safety precautions during a permanent wave.	Emphasize and have the students follow the safety precautions. Emphasize the need for safety by having the students conduct an experiment to determine the effect of processing solution on clothing.	<u>DETERMINING THE EFFECT OF PROCESSING SOLUTION ON CLOTHING</u> 1. Wet fabric with processing solution. 2. Wet fabric with neutralizer. 3. Dry fabrics under a dryer or with a blow dryer. 4. Note the discoloration of fabric due to the interaction of heat and chemicals.
J. Chemical Relaxing The student should be able to:		
1. analyze the hair to be chemically relaxed;	Review hair analysis.	
2. identify chemical relaxers;	Identify and explain the differences between thio and sodium hydroxide straighteners.	<u>Hair Styles for the Black Woman</u>, <u>All About Health and Beauty for the Black Woman</u>, Milady Publishing Corporation
3. explain the procedure for chemical relaxing;	Discuss procedure for applying chemical relaxers. Review hair analysis: texture, porosity, elasticity.	"Black Hair Relaxing," <u>Aura International Hair Design Course</u>, publishing number 159
4. list safety precautions related to chemical relaxing;	Discuss the need for safety precautions. Explain and demonstrate safety procedures for cuts, abrasions, skin irritations.	Chemical Relaxer Catalogue No. 13-1.30, Milady Publishing Corporation. This catalogue lists audio-visual aids about chamical relaxers.
5. demonstrate safety procedures when applying relaxers;	Review methods of protecting the scalp, hair, and clothing of the patron.	Charts/posters emphasizing safety precautions

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
6. choose an appropriate relaxer;	Discuss the choice of hair straightener. Explain the differences between ammonium thioglocate and sodium hydrogen straighteners.	The Art of Modern Hair Straightening, Waving, and Curling, Milady Publishing Corporation
7. demonstrate a relaxing treatment;	Demonstrate a relaxing treatment on a mannequin, a swatch, or a live model. Have the students experiment to determine results of hair relaxers on hair swatches before attempting hair straightening on a live model. Have the students view hair swatches under a microscope and explain the results.	
8. explain the procedure for chemical relaxing retouch;	Review hair analysis.	
9. demonstrate the application of a chemical relaxing retouch.	Explain and demonstrate the application of the relaxer, rinse, shampoo, and conditioner.	Record cards to list information pertinent to hair straightening touch-ups

block vii: haircoloring

General Objectives: To demonstrate the application of hair color and to discover the importance of hair-coloring.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
VII. HAIRCOLORING A. Fundamentals and Vocabulary of Haircoloring The student should be able to:		
1. differentiate between primary, secondary and tertiary colors;	Encourage the students to explore the world of color by mixing watercolors and to explain primary, secondary, and tertiary colors. Contact the art instructor for suggestions related to colors and the mixing of colors. Make the students aware that a basic knowledge of color and color mixing are important to the mastery of haircoloring techniques.	CREATION OF COLORS BY MIXING 1. Yellow and red = orange 2. Red and blue = violet 3. Blue and yellow = green
2. explain the concept of light and dark colors; 3. explain the concept of warm and cool colors;	Review hair structure. Differentiate between primary and secondary colors. Explore the concepts of light and dark; warm and cool colors. Have the students give examples of light, dark, warm, and cool colors. Discuss the effect of light on colors.	Colour Key System, Milady Publishing Corporation Filmstrips and cassettes on haircoloring, Clairol, Inc.
4. identify the classifications of hair color;	Identify and discuss the classifications of hair colors. Compare these classifications on the following bases: purposes or uses, lasting quality, influence on hair structure.	CLASSIFICATIONS OF HAIR COLORS 1. Temporary 2. Semi-permanent 3. Permanent
5. explain what happens to hair upon the application of hair colors;	Discuss the effect of the application of hair colors on hair. Have the students research the history of and the products for haircoloring. Mention, for example, that early warriors often colored hair with bright colors to frighten their enemies. Have the students research information for a report on the social aspects of hair coloring.	
6. pronounce and spell words in the vocabulary for haircoloring;	Introduce students to the language of haircoloring and assist them with the spelling and the pronunciation of the words. Use a variety of approaches to develop the vocabulary.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
7. explain the meaning of the words in the vocabulary for haircoloring.		Word games and puzzles, spelling bees, lists of ten or fewer words to be learned and spelled correctly for the next day
B. Temporary Haircoloring The student should be able to:		
1. define temporary haircolor;	Review hair structure. Define temporary color and explain its action upon the hair. Discuss henna and camomile and explain that they are temporary rinses.	TEMPORARY COLOR: A tint that coats the hair shaft and affects only the cuticle area of the hair CAMOMILE: A herb used as a brightening rinse for blond hair
2. describe the historical development of temporary rinse products;	Have the students prepare a research report on the development of temporary rinse products.	
3. apply temporary rinses;	Have the students apply temporary rinses after viewing a demonstration of an application. Encourage the students to save any hair two to six inches in length to make hair swatches for color experimentation. Following the application of several temporary rinses, have the students discuss their advantages and disadvantages. During the study of temporary rinses, discuss other methods of temporary haircoloring.	SWATCHES: Hair samples made from hair cuttings two to six inches in length OTHER METHODS OF TEMPORARY HAIRCOLORING 1. Spray colors - aerosol can 2. Cream colors - stage colors 3. Powder colors - mixed with water 4. Crayon - used to blend
4. define a lightening rinse;	Explain that a lightening rinse may be a lemon rinse used regularly or a peroxide rinse. Emphasize the importance of using a proper mixture.	LEMON RINSE: Lemon juice diluted with water used after shampooing to remove soap curds

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. lighten hair with a lightening rinse;	Describe the procedure and have the students practice on hair samples or on one another.	
6. List the disadvantages of lightening rinses.	List and explain the disadvantages of lightening rinses. Have the students experiment with a peroxide rinse to demonstrate why peroxide may not be used over a long period of time.	EXPERIMENT WITH PEROXIDE RINSE 1. Use a peroxide rinse on a hair sample over a long period of time. 2. Note the results from prolonged use of a peroxide rinse. 3. Determine the disadvantages of using a peroxide rinse over a long period of time.
C. Semipermanent Haircoloring The student should be able to:		
1. list reasons for using semipermanent colors;	Have the students research and list the reasons for using semipermanent colors.	Display of brands of semipermanent hair colors
2. identify various kinds/ brands of semipermanent hair coloring;	Identify and describe the kinds of semipermanent colors, often called six-week or cocktail rinses, or semipermanent browns and grays. Encourage the students to visit stores to research the brand names of semipermanent colors, and to determine the advantages and disadvantages of each.	SEMIPERMANENT HAIRCOLOR: A non-permanent color that coats and stains the hair, imparting color without peroxide BRAND NAMES 1. Zotos 4. L'Oréal 2. Roux 5. Redken 3. Wells 6. Clairol
3. apply the brands to hair samples;		
4. give a predisposition test;	Explain and demonstrate the correct method of mixing semipermanent colors. Point out that semipermanent colors are aniline - derivative colors requiring a predisposition test. Demonstrate and have the students give a predisposition test.	PREDISPOSITION TEST: A skin test before application of a toner or tint to determine sensitivity to the preparation

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
5. apply semipermanent color;	Show the students how to apply semipermanent color. Encourage them to practice applications on hair wefts and small hair samples prior to working on a live model. Discuss the importance of following the instructions of the manufacturer.	
6. complete a record card.	Have the students apply color and complete a record card.	Examples of record cards
D. Permanent Haircoloring		
The student should be able to:		
1. define permanent haircolors;	Define and discuss permanent haircolors.	PERMANENT HAIRCOLOR: An aniline tint that is mixed with peroxide to make a penetrating, permanent color
2. compare permanent and temporary haircolor;	Explain the difference between permanent and temporary haircolor and between permanent and semipermanent haircolor.	
3. compare permanent and semipermanent haircolor;		Theory of Permanent Haircoloring, Clairol Incorporated
4. explain the effect of permanent coloring on hair;	Have the students research and list reasons for using permanent colors.	Clairol Professional Encyclopedia of Haircoloring and Hair Care, Milady Publishing Corporation
5. explain the advantages and the disadvantages of using permanent color;	Prior to any discussion or demonstration of permanent haircoloring, ask the students to interview people who have used permanent haircoloring. Have the students prepare a list of the advantages and disadvantages. Ask the students, based on their findings, if they would consider using permanent haircolors on their hair.	
6. list safety precautions in the use of permanent color;	Review safety precautions.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
7. apply permanent haircolor;	Review hair structure. Explain the use of color charts and color rings. Show the students how to apply permanent color. Have the students apply color and encourage them to practice applications on hair wefts and small hair samples prior to working on live models.	Illustrations giving the steps in applying permanent haircolor
8. explain the role of the developer in permanent haircolor;	Explain the lightening and darkening action of color. Discuss developers and their uses.	DEVELOPER: The substance that develops or oxidizes tint, usually hydrogen peroxide
9. select permanent color for virgin hair;	Review porosity. Define virgin hair. Explain how to make a color selection using the color wheel.	VIRGIN HAIR: Normal hair which has had no previous bleaching or tinting treatment
10. describe the difference in the method of applying haircolor which is lighter or darker than virgin hair;	Point out that developer may vary between the brands of color. Demonstrate the method of mixing the color selected. Discuss the procedures for applying the mixture to lighter/darker than virgin hair.	
11. apply the color;	Demonstrate the application of color lighter/darker than virgin hair. Have the students use shampoo in lieu of color to practice color application on mannequins. Encourage the students to mix color and to apply to hair wefts to enhance knowledge of mixing and shade of color.	Collection of wefts of virgin hair
12. explain what a retouch is and how often it should be done;	Define retouch. Discuss overlapping.	RETOUCH: Applying a lightener, tint, or hair straightener to the new growth of hair
13. demonstrate the application of color retouches;	Review hair porosity. Demonstrate the procedures for applying color and have the students practice on mannequins using shampoo in place of color. Discuss the preparation for color application including patron consultation and scalp and hair examination. Explain the use of the patron's record card, color key, and a color wheel to select the appropriate color.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
14. explain the "soap-cap" technique;	Demonstrate the mixing and the application of a "soap-cap."	
15. demonstrate the use of a filler;	Define filler. Mix a filler with tint and apply to porous hair ends. Explain the use of a filler to correct very porous hair prior to a tint. Have the students practice applying a filler. Discuss reasons for using fillers.	FILLER: A product used to build color on damaged porous hair so that the damaged and undamaged hair has an even color USES OF FILLERS 1. Use on lightened hair which is to be darkened. 2. Use on tinted hair which is to be colored back to natural shade or to a darker shade. 3. Use on hair which has become porous after a permanent wave.
16. recognize resistant hair;	Discuss resistant hair.	RESISTANT HAIR: Hair that is not easily penetrated by coloring, waving, or straightening products
17. explain the procedure for tinting resistant hair;	Discuss the relationship between porosity and presoftening.	PRESOFTENING: A service that is designed to soften and lift the cuticle of resistant hair so that the tint can reach the cortex
18. demonstrate coloring resistant hair.	Demonstrate the coloring of resistant hair and have the students practice the procedures.	
E. Specialty Colors The student should be able to:		
1. list the types of henna and their uses;	Explain that the popularity of henna is related to the natural organic trend. Mention the uses of henna to change the color of hair by a chemical process; to serve as a filler	TYPES OF HENNA 1. Compound Henna 2. White Henna 3. Hennalucent

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	between the bleach and the toner; and to condition. Have the students test the pH of henna.	
2. demonstrate the mixing and the application of henna;	Demonstrate the mixing and application of each type of henna. Explain that less henna is required for a retouch than for virgin hair. Have the students practice mixing and applying henna. List and discuss safety precautions related to mixing and applying henna.	EXPERIMENT FOR MIXING HENNA Mix henna with various coloring agents (tea/berries) and apply the mixture to hair swatches. Record the amounts mixed and the results.
3. identify non-henna hair-color products;	Have the students prepare a list of non-henna products.	Display of non-henna products
4. list reasons for using non-henna products;	Discuss the reasons for using non-henna products.	EXPERIMENT FOR NON-HENNA PRODUCTS
5. demonstrate the mixing and application of non-henna products.	Demonstrate the mixing and the application of each non-henna product. Emphasize the need for a patch test prior to applying the products. Have the students work on one another or on hair swatches. Explain the related safety precautions. Have the students prepare a chart of safety precautions for use in the beauty salon.	1. Try different colors on hair swatches and/or wefts. 2. Mix colors together and record the results. 3. Apply to bleached hair swatches. 4. Note the difference in the shade of the color applied to bleached hair. SAFETY PRECAUTIONS 1. Recap bottles tightly as soon as possible. 2. Do not mix solutions or interchage applicators. 3. Do not use applicators for more than one treatment. 4. Discard any unused solutions. 5. Remove stains quickly with soap and water. 6. Do not rub delicate skin too hard. 7. Do not attempt to improvise or to improve upon the procedure given by the

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		manufacturer. 8. Do not use a product after its expiry date. 9. Use the products with care.
F. Facial Hair The student should be able to:		
1. describe the chemicals used for tinting eyelashes and eyebrows;	Identify and discuss the chemicals for tinting eyelashes and eyebrows.	Display of materials for tinting eyelashes and eyebrows
2. apply tints to eyelashes and eyebrows.	Explain the color selection process and demonstrate the procedure for applying tints to eyelashes and eyebrows. Have the students practice on one another. Emphasize the importance of observing safety precautions.	
G. Metallic Hair Dyes The student should be able to:	Review hair analysis. Instruct the students in how to identify harsh and coated hair.	
1. test the hair for metallic dyes.	Demonstrate tests for metallic salts. Tint hair, some strands in swatches with analine tints and others with metallic dyes. Have the students test for metallic salts and record the results.	METALLIC DYE: Dyes manufactured from metallic salts containing, for example, silver, lead, or copper
H. Reconditioning Treatments and Corrective Work The student should be able to:		
1. recognize damaged hair;	Review hair analysis. Discuss hair tinting problems and their relationship to damaged hair.	SPECIAL HAIR TINTING CONSIDERATIONS 1. Selection of proper shade 2. Need to presoften hair 3. Avoidance of overlapping 4. Tinting gray and sun-

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		streaked hair 5. Tinting bleached hair 6. Porosity of hair 7. Removal of tint
2. list products for reconditioning;	Have the students identify conditioners and explain their purposes.	Display of conditions CONDITIONING: Any application of an oil, protein, or other substance to the hair or scalp to counteract the effects of strong chemicals or exposure to the sun and to protect the hair against breakage
3. apply conditioners;	Demonstrate the application of conditioners. Have the students collect examples of damaged hair, examine them under a microscope, apply conditioners, and determine the effect of conditioners on damaged hair.	Filmstrips and cassettes on conditioning hair from Clairol, Incorporated
4. list products required for corrective work;	Have the students identify hair dye removers. Explain the purpose and necessity of hair dye removers. Discuss problems in removing hair dyes.	Display of hair dye removers PROBLEMS IN REMOVING HAIR DYES 1. Length of process 2. Difficulty of removing dark tint
5. demonstrate correction techniques for unsatisfactory hair coloring.	Caution the students against drastic color change. Give the students damaged and darkly colored hair wefts. Have them remove color, apply conditioners, record the procedures followed, and describe the results obtained.	Cream Scalp Treatment, Oil Scalp Treatment, Metalex Treatment (filmstrips), Milady Publishing Corporation
I. Color Selection and Mixing The student should be able to:		
1. select proper color for a patron;	Emphasize that selecting and mixing colors are difficult processes and should be practiced many times. Explain the use of the color wheel, color chart, and color key. Have the students construct a color wheel with tempra paints.	COLOR KEY: A system used to identify the most flattering colors for an individual

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Discuss facial features, skin tone, makeup, etc., and select an appropriate hair color.	
2. mix the formula.	Make the students aware of the various mixtures of colors and peroxides prepared by different companies. Stress the importance of reading and following the directions of the manufacturers. Give the students practice in mixing and coloring as many hair strands as possible. Have the students record the results.	

block viii: hair lightening and toning

General Objectives: To introduce the students to the supplies and procedures for lightening and toning hair, and to professional products and techniques for producing special lightening and toning effects.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
VIII. HAIR LIGHTENING AND TONING A. Introduction to Hair Lighteners The student should be able to:		
1. define hair lightening and toning;	Define hair lightening and toning, describe their chemical effects on hair, and identify the seven lightening stages of hair.	HAIR LIGHTENING: The process of making hair lighter than its natural shade by lightening the dark pigment in the cortex
2. describe the chemical effects of lightening and toning on hair;		
3. list the seven stages of hair lightening;	To teach the seven stages in the lightening process have the students try the following experiment. Give the students swatches of dark hair and lighteners. Record the amount of time required to lighten the swatches from black to brown, brown to red, red to red-gold, red-gold to gold, gold to yellow, yellow to pale yellow. Have the students mount the dry swatches in notebooks/portfolios.	STAGES IN THE LIGHTENING PROCESS 1. Black 2. Brown 3. Red 4. Red-gold 5. Gold 6. Yellow 7. Pale Yellow (almost white)
4. list the types of bleaches and their specific uses;	Identify the types of bleaches and services used for lightening and toning hair and identify the toning colors.	Filmstrips and cassettes on hair lightening and toning from Clairol Incorporated
5. list the safety precautions related to hair lightening;	Review all the safety rules. Emphasize that lightened hair is fragile and requires constant care. Stress the importance of reading labels and following the instructions of the manufacturer.	PURPOSES OF STRAND TEST 1. To determine the stage of lightness that can be reached 2. To obtain information about the condition of the hair 3. To determine the elasticity of the hair after lightening 4. To ascertain the time required to lighten the hair
6. analyze the hair to be lightened;	Discuss the importance of and the procedure for giving a strand test prior to lightening the hair. Review hair analysis. Point out that some dark hair may not reach the light stage. Ask the students the reason for this. Explain that the next stage is to repeat the same experiment and then use a toner. Have the students record the results.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		5. To determine if more than one application of lightener is necessary 6. To discover the method of application
7. apply a virgin bleach;	Discuss the procedures for applying a virgin and a retouch bleach. Mix a lightener and a developer and complete a virgin and a retouch bleach. Have the students complete these.	
8. apply a retouch bleach;	Identify and have the students compare the various types of hair lighteners. Ask the students to compare the strengths of the lighteners. Give each student hair samples and ask them to bleach the samples using all products and methods. Have the students compare the following after the tests: color, texture, degree of lightness. Before covering the lessons in toning, assign some practice in toning. Have the students use a color selection chart and bleach out hair. Ask them to use a triangle to determine if hair is bleached to the appropriate level. Instruct them to apply toners. This will give students practice in bleaching, mixing, and applying a toner.	Hair swatches and various types of lightening products
9. demonstrate safety procedures related to applying bleach.	Discuss safety precautions related to all the steps in the lightening process.	
B. Streaking, Framing, Frosting, and Painting Techniques		METHODS OF CREATING OPTICAL ILLUSIONS BY LIGHTENING AND TONING
	Discuss facial shapes and the methods of creating optical illusions with creative lightening and toning techniques.	1. Streaking 3. Frosting 2. Framing 4. Painting
The student should be able to:		
1. streak hair;	Demonstrate the complete streaking technique. Stress the importance of reading the manufacturer's instructions and of practicing safety.	STREAKING: The process by which streaks of hair are sectioned out and lightened

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	Have the students complete a patron's record card.	
2. frame hair;	Demonstrate the complete framing technique. Follow activities similar to those suggested for streaking.	
3. frost hair;	Demonstrate the complete frosting technique. Follow activities similar to those suggested for streaking.	FROSTING: The lightening or darkening of a number of individual strands of hair in various areas of the head to give an overall high-fashion look
4. paint hair.	Demonstrate and have the students practice a variety of techniques of hair painting. Demonstrate a home kit method of hair painting. Encourage the students to attend conventions for cosmetologists and to watch color demonstrations for new ideas.	METHODS OF HAIR PAINTING 1. Brush method 2. Cotton and manicure stick method 3. Color comb method
C. Other Dramatic Methods of Hair Lightening The student should be able to:		
1. identify and describe the use of dramatic lightening methods (blond-on-blond; three-color effects; three dimensional shading);	Emphasize the importance of providing specific descriptions of the various lightening processes for the patrons in relation to the specific needs of each patron. Make sure the students understand the meaning of and can describe each of the following terms: tipping, blond-on-blond, shading, three-color effect, three-dimensional shading, streaking, framing, frosting, and painting. Have the students do a survey of regular school patrons, hairdressers, mothers, grandmothers, aunts, etc., asking them to explain the meaning of the above terms. Determine the consensus of understanding of these terms.	BLOND-ON-BLOND: A lightening service using two shades of blond to create a high-fashion effect THREE-COLOR EFFECT: The hair is pre-lightened, then some of the hair is left this shade, while two shades of toners are used in various other sections THREE-DIMENSIONAL SHADING: The hair is pre-lightened, and then two shades of toner and one shade of tint are used

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. demonstrate the use of all lightening products.	Demonstrate and have the students practice all dramatic types of hair lightening.	
D. Corrective Techniques		
The student should be able to:		
1. identify hair lightening problems;	Identify and discuss the problems encountered in hair lightening. Make the students aware of the danger of damaging hair swatches with the bleaching chemicals.	PROBLEMS ENCOUNTERED IN HAIR LIGHTENING 1. Excessive porosity 2. Loss of elasticity 3. Insufficient lightening time 4. Careless application of lighteners 5. Chemical burns 6. Patron misunderstanding
2. select appropriate corrective conditioners;	Discuss, select, and demonstrate corrective techniques.	
3. demonstrate corrective techniques;	Demonstrate and have the students use corrective techniques on swatches of damaged hair and examine the swatches under a microscope. Discuss the success of the corrective techniques.	
4. list the reasons for a tint-back;	Refer to previous discussions about fillers. Have the students analyze texture, elasticity, and porosity of hair.	
5. demonstrate the techniques of applying tint-backs.	Demonstrate and have the students complete all the tint-back techniques.	

block ix: salon management and ownership

General Objectives: To discover and to apply the basic principles required for planning and operating a cosmetology salon and for using chemistry in a salon.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
IX. SALON MANAGEMENT AND OWNERSHIP A. Preparation for Opening a Salon The student should be able to:		
1. explain the requirements of a salon site;	Discuss the following considerations for choosing a good salon site: population, traffic, parking, transit service, other business in the same locale.	Profits and You: How to Buy A Successful Beauty Salon, Town House Publishing
2. compare purchasing an existing salon and opening a new salon: a) list the factors to consider and the precautions to observe when purchasing an existing salon;	Discuss the advantages and the disadvantages of purchasing an existing salon. Discuss the following questions related to purchasing an existing salon: Is the business profitable? Is there a chance of increasing or decreasing business? Would it be wise to purchase the old equipment or new equipment? Explain the responsibilities of ownership.	Successful Salon Management for Cosmetology Students, Reviews in Beauty Salon Management, Salon Management Training Program, and Beauty is My Business, Milady Publishing Corporation
b) examine the factors to consider in opening a new salon;	List and explain the advantages and disadvantages of opening a new salon. Discuss lease, assets, staff, location, etc. Discuss the space required for each of the following: reception area, storage, working, facial, styling, etc. Discuss and identify equipment requirements and cost. Discuss and identify plumbing and wiring requirements and cost.	PROJECT FOR STUDENTS Request the Drafting Department to assist with drawing plans for a new salon. Have the drafting and cosmetology students work in pairs. Ask the students to determine the cost of equipment and the cost of installing equipment.
3. recognize the importance of selecting a name;	Discuss the importance of a name. Consider these questions: Is the salon specializing (men, women, unisex)? Is the salon catering to the whole family? What name would communicate these emphases?	
4. locate professional help.	Contact a banker, a lawyer, and a real estate agent for assistance. Should a sign be acquired? What kind? How large?	Illustrations of legal documents

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
B. Business Organizations and Salons The student should be able to:		
1. identify and describe the different types of business organizations;	List and discuss the different types of ownership. Have the students prepare a chart comparing the different types.	TYPES OF BUSINESS ORGANIZATIONS 1. Sole Proprietorship 2. Partnership 3. Corporation 4. Franchise
2. recognize the advantages and the disadvantages of the different types of business organizations;	Discuss the advantages and the disadvantages of each type of business organization. Invite representatives from each type of salon/business/organization to speak to the class. Have the students record their impressions and select the business organization they feel is best for a beauty salon.	
3. identify and discuss the implications of leasing a beauty salon.	Discuss the advantages and disadvantages of leasing a beauty salon. Obtain copies of leases for class discussion.	Bulletin board display of copies of leases
C. Insurance The student should be able to:		
1. list the types of insurance policies required by a salon owner;	Identify and explain the types of insurance required. Refer to copies of insurance policies.	TYPES OF INSURANCE FOR BEAUTY SALONS 1. Malpractice and Products Liability Insurance 2. Manufacturer's Products Liability Insurance 3. Premises Liability Insurance 4. Fire Insurance 5. Workers' Compensation Insurance 6. Personal Illness, Hospitalization, and Accident Insurance
2. explain the need for insurance protection.	Discuss the need for insurance protection, the advantages of insurance, and the disadvantages of no insurance. Invite guest speakers from the Workers' Compensation Board and an insurance company to talk to the students about insurance requirements.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
D. Accounting Records		
The student should be able to:		
1. identify costs of operating a beauty salon;	Identify the costs of operating a beauty salon and the purpose of keeping accounts records.	
2. explain basic taxation requirements;	Identify taxes related to a beauty salon: sales tax, business tax, property tax, etc.	Display of forms for taxes
3. explain the basic accounting requirements;	Discuss sales, cash summaries, expenses, profit, profit margin, budget, etc. Have the students explain the purpose of a budget. Explain the purpose of an income statement.	Appointment Record Book, Blackbourn's Systems (No. 800-Appointment record and cash summary; No. 900-Bookkeeping and income tax record), Brunton's Complete Record Book for Beauty and Barber Shops, Milady Publishing Corporation
4. prepare accounting records.	Have the students keep records and prepare budgets and financial statements.	
E. Operating a Beauty Salon		
The student should be able to:	Make the students aware of the responsibilities and the details related to the management and the ownership of a salon.	
1. list the responsibilities involved in operating a salon;	Explain the responsibility of the owner for the following: establishing salon policies, employing, paying, and dismissing staff. Discuss advertising, retailing, inventory control, operator inservice/upgrading, attending cosmetology conferences.	Case studies from the periodical Modern Hairdresser
2. list the duties and responsibilities of a manager;	Explain that managing a salon is similar to owning one with the exception of paying the accounts. Discuss the responsibility of the manager for the establishment of salon policies.	How to Make $25,000 a Year Running a Beauty Salon, Milady Publishing Corporation
3. identify desirable personality traits for the salon staff;	Discuss the employment of staff and interview techniques. Have the students role play an interview. Identify and explain personality traits requisite for working with different types of people. Explain the importance of telephone techniques.	Telephone Techniques for the Beauty Salon, Milady Publishing Corporation

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
4. identify methods of advertising;	List and discuss the methods of advertising.	Profitable Public Relations for Cosmetologists, Milady Publishing Corporation
5. explain the advantages and disadvantages of advertising;	Emphasize that advertising is expensive. Have the students discuss, plan, and budget for an advertising campaign. Encourage the students to print a flyer, design a poster, write radio commercials, prepare television graphics and commercials.	METHODS OF ADVERTISING 1. Newspaper Advertisements 2. Flyers 3. Posters/Billboards 4. Radio 5. Television 6. Word of Mouth
6. identify methods of retailing;	Explain that retailing is a complicated process.	Retailing Principles and Practices, McGraw-Hill Ryerson, Ltd.
7. build a retail display.	Discuss methods of setting up displays. Have the students plan and set up displays.	Marketing, Sales Promotion, and Advertising, South-Western Publishing Company
F. Chemistry in the Beauty Salon	Request assistance from the Chemistry Department. Ask the Chemistry Department to offer or to consider offering a course, Chemistry for Cosmetologists.	
	Develop thinking and observation by using experiments. Emphasize the reaction of products on hair. Have the students explain what happens to hair during the chemical process.	Lesson Plans for Hair Structure and Chemistry, Classroom Experiments in Hair Structure and Chemistry, Milady Publishing Corporation
The student should be able to:		
1. distinguish between physical and chemical change;	Discuss, define, and give examples of physical and chemical change. Have the students give examples related to the beauty salon.	
2. distinguish between acids and bases;	Discuss, define, and give examples of acids and bases. Have the students choose examples in the beauty salon.	ACIDS: Chemical compounds with a sour taste and having a pH less than 7 BASES: Water soluble substances that are capable of reacting with acids to form salts

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
3. identify a mixture and a solution;	Identify, discuss, and give examples of a mixture and a solution. Encourage students to select examples from products in the beauty salon.	MIXTURE: Physical combination of two or more substances which retain their own properties SOLUTION: Mixture of two or more substances that form spontaneously and that display no settling
4. explain the use of papers to test pH scale;	Discuss pH scale. Have the students test all solutions in the salon with litmus and/or nitrazine papers for pH testing.	
5. identify chemicals that cause permanent and temporary changes in hair chemistry;	Discuss the chemicals that cause permanent changes and those that cause temporary changes.	
6. demonstrate several classroom experiments using chemicals;	Work through the experiment before demonstrating it to students. Request assistance from the Chemistry Department.	Chemistry in Your Beauty Shop, Survey of Chemistry for Cosmetology Students, Chemistry for Cosmetology Students, Classroom Experiments in Hair Structure and Chemistry, Milady Publishing Corporation
7. use a microscope;	Have the students research information related to and prepare a report on the microscope. Encourage the students to attempt experiments in which they must use the microscope.	
8. list safety precautions related to using chemistry;	Discuss and list safety precautions for handling chemicals.	
9. demonstrate safety procedures when conducting experiments.	List and explain safety precautions. Request the school nurse to demonstrate procedures for flushing chemicals from eyes and for treating burns caused by chemicals.	

block x: anatomy and physiology

General Objectives: To define, classify, and describe the parts and the systems of the body and to explain their relationship to cosmetology.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
X. ANATOMY AND PHYSIOLOGY		
A. Introduction	Discuss the importance for cosmetology students to study anatomy and physiology.	
The student should be able to:		
1. explain the function and structure of cells;	Explain tissue formation.	ANATOMY: The study of the structure of the body. PHYSIOLOGY: The study of the functions or activities of the body and its systems
2. describe the relationship between cells, tissues, organs, and body systems;	Have the students give examples of cells, tissues, organs, and body systems, and define each term.	
3. identify the systems of the body.	Have the students list the body systems.	SYSTEMS OF THE BODY 1. Skeletal system 2. Muscular system 3. Nervous system 4. Circulatory system 5. Endocrine system 6. Excretory system 7. Respiratory system 8. Digestive system 9. Reproductive system 10. Integumentary system
B. The Skeletal System		
The student should be able to:		
1. explain the structure and the function of the skeletal system;	Discuss the components of the skeletal system. List the joints of the body. Discuss bone composition, the role and function of the ligaments and cartilage, and the relationship between diet and bone formation.	Diagram of the skeletal system
2. describe the relationship of the skeletal system to the shape of the body;	Emphasize that the framework of the body is dependent upon the skeletal system. Explain the relationship of hairstyling to the framework of the body.	SKELETAL SYSTEM: Functions to provide a framework and support for the body, and to protect the internal organs from injury

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
3. list the bones of the head;	Discuss the function of the skull.	Diagram of the skull
4. locate the bones of the head;	Explain the divisions of and name the bones of the skull.	
5. list the bones of the neck, chest, shoulder, arm, and hand.	Have the student prepare a list of the bones.	
C. The Muscular System		
The student should be able to:		
1. describe the structure and function of the muscular system;	Classify muscles and discuss the function of each classification.	MUSCULAR SYSTEM: Permits motion, controls internal functioning, and pumps blood throughout the body
2. explain how the muscular system affects body coordination;	Illustrate how the muscular system affects body coordination.	CLASSIFICATION OF MUSCLES 1. Smooth 2. Cardiac 3. Skeletal
3. describe the interaction of muscles;	Explain how the muscles work together to permit and to control external and internal functioning of the body.	
4. locate the muscles of the eyes, nose, and mouth;	List and diagram the muscles of the eyes, nose, and mouth.	Diagrams of muscles of the eyes, nose, and mouth
5. describe the functions of the muscles of the eyes, nose, and mouth;	Have the student prepare an illustrated research report on the functions of the muscles of the eyes, nose, and mouth.	
6. list the muscles of the neck and arm;	Diagram the muscles of the neck and arm.	Illustrations of the muscles of the neck and arm
7. describe the functions of the muscles of the eyes, nose, and mouth.	Have the students prepare an oral report, complete with transparency diagrams, on the functions of the muscles of the neck and arm.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
D. The Nervous System The student should be able to:		
1. list the nerves of the body;	Discuss the role of the nervous system. List the nerves of the body: brain, spinal cord, nerves.	NERVOUS SYSTEM: Coordinates a smooth operation of all parts of the body and receives, sends, and interprets information
2. explain the functions of the parts of the nervous system;	Have the students list the functions of the parts of the nervous system. Demonstrate how a study of the nervous system aids the cosmetologist to give more relaxing facials, scalp treatments, and shampoos.	
3. describe the importance of the nervous system;	Point out some of the salon techniques that affect the nerves of a patron.	SALON TECHNIQUES THAT AFFECT NERVES 1. Hair brushing 2. Massage 3. Shampoo 4. Facial manipulations 5. Manicuring
4. locate the cranial nerves; 5. list the functions of cranial nerves;	Determine the location of the fifth, seventh, and eleventh cranial nerves. Have the students label these nerves on a diagram and describe their functions. Describe the function of the chief motor nerve of the face. Refer to Facial Massage and Manipulations.	"Facial Massage and Manipulations" section of this guide
6. locate the nerves of the arm and hand and their motor points.	List the nerves located in the arm and the hand. Explain and discuss the motor points.	
E. The Circulatory System The student should be able to:		
1. identify the parts of the heart;	Have the students label the parts of the heart on a diagram of the heart.	CIRCULATORY SYSTEM: Vascular system which functions to bring nutrients and oxygen to, and to remove waste products from, the cells

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. explain the function of the heart;	Discuss the function of the heart in relation to pulmonary circulation and systemic circulation. Have the students trace circulation through the pulmonary system.	Diagram of the heart
3. describe the composition of blood and lymph;	Have the students prepare a report on the composition of blood and lymph.	
4. explain the function of blood and lymph;	Discuss the function of blood and lymph with illustrated diagrams.	FUNCTION OF BLOOD 1. Carries nutrients, oxygen, and ductless-gland secretions to cells 2. Removes carbon dioxide and wastes from cells FUNCTION OF LYMPH 1. Carries nourishment from blood to body cells 2. Removes waste from body cells
5. list the blood vessels that supply blood to the head, face, neck, arms, and hands;	Locate and name the blood vessels that carry blood to the head, face, neck, arms, and hands. Discuss the effects of massage on the head, face, neck, arms, and hands.	Diagram of blood vessels
6. list the other organs related to the circulatory system.	Identify and explain the functions of the other organs related to the circulatory system. Emphasize their waste-disposing function.	OTHER ORGANS RELATED TO THE CIRCULATORY SYSTEM 1. Kidneys 2. Lungs 3. Small intestine 4. Liver
F. The Endocrine System The student should be able to:		
1. identify the endocrine glands;	Locate and label the endocrine glands on a diagram of the body.	ENDOCRINE SYSTEM: Regulates the chemistry of the body by secreting message-carrying hormones

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. explain the functions of the endocrine glands; 3. describe the effects of the endocrine glands on the health of the body.	Describe the functions of the endocrine glands. Have the students research information to prepare a report on the relationship between the endocrine glands and body health.	<u>FUNCTIONS OF ENDOCRINE GLANDS</u> 1. Thyroid: secretes thyroid hormone which controls metabolism 2. Parathyroid: secretes hormones which regulate the use of calcium 3. Pituitary: secretes hormones which influence activity of thyroid, blood pressure, development of muscle tissue, and water absorption in kidneys 4. Adrenal: secretes hormones that regulate metabolism and production of blood cells 5. Pancreas: produces insulin which regulates carbohydrate metabolism (use of sugar)
G. The Excretory System The student should be able to: 1. identify the organs of the excretory system; 2. describe the functions of the organs of the excretory system.	Describe the purpose of and identify the organs of the excretory system. Explain the functions of each of the organs of the excretory system. Describe the relationship between the excretory system and the circulatory system.	<u>EXCRETORY SYSTEM</u>: Removes wastes from the body <u>ORGANS OF THE EXCRETORY SYSTEM</u> 1. Kidneys 2. Urinary bladder 3. Ureters 4. Urethra 5. Large intestine
H. The Respiratory System The student should be able to: 1. identify the organs of the respiratory system;	Identify the organs of the respiratory system and describe the purpose of the system.	<u>RESPIRATORY SYSTEM</u>: Obtains oxygen for and discharges waste products from the body

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
2. describe the functions of the organs of the respiratory system;	Explain the functions of each of the organs of the respiratory system. Have the students prepare an illustrated report on the functions of the organs of the respiratory system.	ORGANS OF THE RESPIRATORY SYSTEM 1. Nostrils 2. Pharynx 3. Trachea 4. Lungs 5. Bronchi 6. Bronchioles
3. explain the relationship of the respiratory system to the health of the body.	Discuss the effect of the following on the respiratory system and the health of the body: air pollution, lack of vegetation, smoking.	
I. The Digestive System The student should be able to:		
1. identify the organs of the digestive system;	Identify the organs of the digestive system and describe the purpose of the system.	DIGESTIVE SYSTEM: Breaks down foods into materials usable by the body for nutrients and fuel
2. describe the functions of the organs of the digestive system;	Explain the functions of each of the organs of the digestive system. Have the students prepare a research paper on the digestive system.	ORGANS OF THE DIGESTIVE SYSTEM 1. Esophagus 2. Stomach 3. Small intestine 4. Liver 5. Gall bladder 6. Pancreas 7. Large intestine
3. recognize the relationship of the digestive system to body health and skin care.	Discuss the flow of nutrients through the body and the effect of emotion, excitement, and fatigue on digestion.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
J. The Reproductive System The student should be able to: 1. identify the organs of the reproductive system.	Identify the organs of the reproductive system and describe the function of the system.	REPRODUCTIVE SYSTEM: Permits fertilization of the female egg, and the development of the egg from an embryo to an infant

block xi: certification preparation

General Objectives: To prepare the students for provincial certification as cosmetologists.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
XI. CERTIFICATION PREPARATION		
A. Preparation for Provincial Examination	Assist the students to develop confidence by providing them with enough time to practice and by encouraging them to select and work with a model.	
The student should be able to:		
1. list the requirements of a good model;	Impress upon students the importance of choosing models with hair which is the correct length, texture and quality, and which facilitates hairstyling.	
2. choose a model;	Request the students to bring models to class for examination by the class.	Cosmetologists State Board Examination Review, Milady Publishing Corporation
3. explain hair analysis;	Discuss these attributes in relation to hair analysis: length, texture, styles, hair movement.	
4. choose appropriate hairstyles;	Explain the importance of matching the model and the hairstyles. Refer to the age, figure, dress, and personality of the model. Have the students discuss and plan appropriate hairstyles for the model. Include hairstyles which require setting with rollers and pincurls.	State Board Review Examinations in Cosmetology, Milady Publishing Corporation
5. identify facial shapes;	Review bone structure and facial shapes. Discuss and review haircutting and sectioning techniques. Emphasize the importance of matching styles to facial shape and the need of a system for cutting. Point out to the students that the examiner is interested in final results and the system used to achieve the results.	Illustrations of facial shapes
6. list and demonstrate sectioning techniques;	Have the students review, list, and demonstrate sectioning techniques.	
7. demonstrate haircutting techniques.	Review types of haircuts, hair movement, and texture. Have the students demonstrate haircutting techniques. Encourage the students to practice haircutting in preparation for the provincial examination. Have them bring models	HAIRCUTTING TECHNIQUES 1. Maintaining neat and orderly work habits 2. Selecting tools and

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
	to class for examination and discussion by the class.	arranging the counter 3. Sectioning according to pattern 4. Holding hair correctly 5. Thinning hair properly 6. Checking the cut 7. Assessing the uniformity of the cut 8. Combing the cut 9. Sweeping up the hair cuttings 10. Replacing tools and re-arranging the counter
B. Written Examination The student should be able to:		
1. write a series of examinations;	Review all topics. Have the students write examinations on all topics to determine readiness for writing the provincial examination.	
2. pass the written examination.	Emphasize the importance of practice and review.	Teacher-prepared examinations and examinations available from Milady Publishing Corporation
C. Personal Preparation The student should be able to:		
1. demonstrate confidence;	Discuss the importance of a confident and positive mental attitude. Remind the students that one of the main purposes of a provincial examination is to set professional standards for certification in cosmetology.	
2. identify appropriate dress and conduct;	Discuss attitude, conduct, and dress required by the examination for certification.	
3. choose a hairsetting model;	Have the students choose a model.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
4. demonstrate a hairset and comb-out;	Review hairsetting. Have the students practice. Assess techniques and advise students how to improve and to make corrections.	Illustrations of hairstyles Student portfolios and notebooks
5. choose a haircut model;		
6. demonstrate a haircut and blow drying;	Review the techniques of haircutting and blow drying. Have the students practice and assess their techniques and techniques of classmates.	Diagrams of haircutting patterns Student portfolios and notebooks
7. demonstrate a facial;	Review all the techniques for facials, eyebrow arching, and makeup. Have the students practice and assess the results.	Student notebooks
8. demonstrate a manicure.	Discuss the techniques for manicuring. Provide time for practice and assessment.	
D. School Examination The student should be able to:		
1. pass the written examination;	Explain that a school examination of the same nature and duration as the provincial examination will assist the students prepare for the provincial examination.	
2. pass the practical examination.	Schedule the school practical examination several weeks prior to the provincial examination. Invite three cosmetologists to visit the school to conduct and mark the examination. This procedure will give the students an opportunity to perform their skills for others and to determine areas of study requiring review for the provincial examination.	COMPONENTS OF PRACTICAL EXAMINATION 1. Set and comb out a hairstyle 2. Cut and blow dry a hairstyle 3. Demonstrate a facial 4. Demonstrate a manicure

block xii: development and proficiency

General Objectives: To enable the student to recognize growth and to develop proficiency.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
XII. DEVELOPMENT AND PROFICIENCY A. Analyzing Personal Skills and Goals The student should be able to:		
1. identify personal and professional skills achieved in the cosmetology program;	Emphasize the following in relation to the cosmetology program: 1. the attainment of skills for employment is the major goal; 2. the acquisition of the requisite personal and professional skills is a developmental process; 3. proficiency refers to the level of performance; 4. growth in proficiency is a developmental process.	Charts/posters of personal and professional skills
2. assess levels of development and proficiency;	Assist the students to discover all the positive skills they have acquired by having them list the skills they attained in the cosmetology program. Encourage them to discuss their personal and professional growth. Give the graduating students opportunities to instruct Cosmetology 103 students. Assist them with the preparation of the lesson in order to make it a rewarding experience.	
3. prepare a list of personal goals in relation to cosmetology;	Discuss goals and goal setting. Review cosmetology careers and related careers. Have the students refer to the self-assessment inventory prepared by them at the beginning of the program (Block I:E).	Bulletin board display of careers in cosmetology Student self-assessment inventory prepared in the first year of the program
4. identify the goals attained in the cosmetology program.	Have the students prepare a new self-assessment inventory of the following: interests, skills, personal likes/dislikes, goals, etc. Encourage them to compare the new inventory with the one prepared in grade 10 and assess ways in which they have changed.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIAL
B. Oral and Non-Verbal Communication The student should be able to:		
1. identify effective and ineffective telephone techniques;	Emphasize the importance of developing and using proper telephone techniques.	
2. demonstrate effective telephone techniques;	Discuss and demonstrate the following: answering the telephone, terminating a call, tone of voice, etc. Explain how to handle a problem patron on the telephone. Have the students role play telephone techniques and provide opportunities for them to use the telephone in the beauty salon.	The Story of the Yellow Pages (a kit), available from the Manitoba Department of Education Library
3. greet a patron; 4. make a patron feel comfortable; 5. discuss patron complaints and questions; 6. demonstrate effective communication skills;	Explain and discuss methods of communicating with patrons. Have the students role play and practice these methods in the beauty salon. Encourage the students to prepare a list of topics in which patrons may be interested.	
7. identify non-verbal skills;	Explain that non-verbal skills such as facial expressions, gestures, and other body movements are communicative processes.	The Silent Language, Fawcett Publications
8. demonstrate non-verbal skills.	Discuss the importance of non-verbal skills. Have the students assess their non-verbal skills. Encourage them to use non-verbal skills to communicate effectively with classmates and patrons.	Motivational Messages, (pamphlets), available from the Manitoba Department of Education Library: - "Anxiety" - "Absenteeism" - "Be A Pleasing Person - It's Easier Than You Think"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCE AND SUPPORT MATERIALS
		- "Goal Setting" - "Imagination" - "Motivation" - "Persistence" - "Positive Mental Attitude" - "Procrastination" - "Time-Killers" - "What Type of Leader Are You?" Are You Listening? (kit), available from the Manitoba Department of Eduation Library
C. Written Communication The student should be able to:		
1. demonstrate a knowledge of the vocabulary of cosmetology;	Review and develop the vocabulary of cosmetology as an integrated and ongoing process.	Abridged Cosmetology Dictionary, Milady Publishing Corporation
2. construct sentences;	Encourage the students to construct sentences using the vocabulary of cosmetology.	The Dynamics of Language, Heath and Company
3. write paragraphs.	Teach the writing of paragraphs and encourage the students to apply the rules to cosmetology reports.	Learning to Write, Macmillan Company (out-of-print)
4. explain the purpose of business letters/reports;	Discuss the purpose of business letters and reports. Explain the format and tone of business letters and reports.	Bulletin board display of examples of business letters/ reports
5. write business letters/ reports;	Have the students prepare business letters for the beauty salon.	
6. prepare a resumé.	Explain the purpose, format, and content of a resumé. Have the students prepare personal resumés.	Examples of resumés

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